**SYLLABUS: *MGMT3101 Managerial and Interpersonal Behavior***

**INSTRUCTOR:** Charlene Walters, MBA, PhD

CONTACT: Charlene.walters@uconn.edu

OFFICE: Asynchronous/Online

**OFFICE HOURS**

**(OPTIONAL): WEDNESDAYS 12:00 PM**

Join Zoom Meeting  
[https://us02web.zoom.us/j/84240229007?pwd=cTNJZWNHNXlIZEljR21iRTAxRmZlZz09](https://www.google.com/url?q=https://us02web.zoom.us/j/84240229007?pwd%3DcTNJZWNHNXlIZEljR21iRTAxRmZlZz09&sa=D&source=calendar&usd=2&usg=AOvVaw3c7Tfjyss_2Dn3KfKUufvr)  
  
Meeting ID: 842 4022 9007  
Passcode: 335560

COURSE OVERVIEW

The study of organizational behavior (OB) examines how and why people think, feel, and act the way they do in organizational settings. Even if you don't plan to be a manager, understanding the key principles behind how people behave in organizations and how organizations influence human behavior can help make you a more effective employee and team member. Topics covered include soft skills, safety, leadership, getting the job done, courage, ethics, manners, generational differences, dealing with haters, abstraction, politics, personal branding and building presence, culture, integrity, diversity, digital reliance, impostor syndrome, empathy, remote leadership, hybrid teams, post-pandemic issues, and entrepreneurial mindset. This course will emphasize interpersonal and leadership skill-building through the inclusion of exercises which rely on active participation of class members.

**YOUR REQUIRED READING:**

* [*The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They’d Learned Sooner*](https://www.amazon.com/Hard-Truth-About-Soft-Skills/dp/0061284149/ref=sr_1_1?dchild=1&keywords=The+Hard+Truth+about+Soft+Skills&qid=1629737015&sr=8-1)by Peggy Klaus (Harper Business).
* [*Leaders Eat Last: Why Some Teams Pull Together and Others Don't*](https://www.amazon.com/Leaders-Eat-Last-Together-Others/dp/1591848016/ref=sr_1_1?dchild=1&keywords=Leaders+Eat+Last&qid=1629737058&sr=8-1)by Simon Sinek ​(Penguin).
* [*Launch Your Inner Entrepreneur*](https://www.amazon.com/Launch-Your-Inner-Entrepreneur-Creativity/dp/1264259166/ref=sxts_rp_s1_0?crid=19DHIEE62RKGG&cv_ct_cx=launch+your+inner+entrepreneur&dchild=1&keywords=launch+your+inner+entrepreneur&pd_rd_i=1264259166&pd_rd_r=5c92c3a2-2241-4cca-836f-e858231556c2&pd_rd_w=moANL&pd_rd_wg=ZtqM8&pf_rd_p=f99754cc-0195-4f26-b585-4ddc29d85a2d&pf_rd_r=MBX2QD2RNY3JMGQBKZH5&psc=1&qid=1629737092&sprefix=Launch+Your+Inner%2Caps%2C146&sr=1-1-f0029781-b79b-4b60-9cb0-eeda4dea34d6) by Charlene Walters (McGraw Hill)

**WEEKLY COURSE SCHEDULE**

|  |  |
| --- | --- |
| **Week** | **Preparation and Activities** |
| 1  1/18-1/23 | **Soft Skills & Safety**  **Preparation**   * Watch the **Course Introduction Video** * Watch the **Week One** **Lecture** * Reading(s)   + *Leaders Eat Last: Part 1: Our Need to Feel Safe*   + *The Hard Truth About Soft Skills: Intro and* Chapter 1 Control Yourself   **Activities**   * Complete the **Week 1 Discussion** (15 points) |
| 2  1/24-1/30 | **Leadership & Getting the Job Done**  **Preparation**   * Watch the **Week Two** **Lecture** * Reading(s)   + *Leaders Eat Last: Part 2: Powerful Forces*   + *The Hard Truth About Soft Skills: Getting the Job Done*   **Activities**   * Complete the **Week 2 Discussion** (15 points) |
| 3  1/31-2/6 | **Courage, Ethics & Manners**  **Preparation**   * Watch the **Week Three** **Live Lesson** * Reading(s)   + *Leaders Eat Last: Part 3: Reality*   + *The Hard Truth About Soft Skills: When You Open Your Mouth and Then Some*   **Activities**   * Complete the **Week 3 Discussion** (15 points) |
| 4  2/7-2/13 | **Generational Foundation and Dealing with Haters**  **Preparation**   * Watch the **Week Four** **Lecture** * Reading(s)   + *Leaders Eat Last: Part 4: How We Got Here*   + *The Hard Truth About Soft Skills: Part 4 Handling Your Critics*   **Activities**   * Complete the **Week 4 Discussion** (15 points) * Review Assignment 1 (due Week 5) |
| 5  2/14-2/20 | **Abstraction & Politics**  **Preparation**   * Watch the **Week Five** **Lecture** * Reading(s)   + *Leaders Eat Last: Part 5: The Abstract Challenge*   + *The Hard Truth About Soft Skills: Chapter 5- What, Me Political?*   **Activities**   * Submit Assignment 1: **Self-Evaluation Assessment** (210 points) |
| 6  2/21-2/27 | **Personal Branding, Building Presence**  **Preparation**   * Watch the **Week Six** **Video Lecture** * Reading(s)   + *The Hard Truth About Soft Skills: Chapter 6 Branding & Bragging*   + *Launch Your Inner Entrepreneur: Mindset 5- Branding & Building Presence*   **Activities**   * Complete the **Week 6 Discussion** (15 points) |
| 7  2/28-3/6 | **Culture & Integrity**  **Preparation**   * Watch the **Week Seven** **Lecture** * Reading(s)   + *Leaders Eat Last: Part 6: Destructive Abundance*   **Activities**   * Complete the **Week 7 Discussion** (15 points) |
| 8  3/7-3/13 | **Diversity**  **Preparation**   * Watch the **Week Eight** **Lecture** * Reading(s)   + *The Hard Truth About Soft Skills: Chapter 7: Hot Buttons- Gender, Generation, and Culture*   **Activities**   * Complete the **Week 8 Discussion** (15 points) |
| SPRING BREAK  3/14-3/20 | **Spring Break** |
| 9  3/21- 3/27 | **Digital Reliance and Related Issues**  **Preparation**   * Watch the **Week Nine** **Lecture** * Reading(s)   + Leaders Eat Last- Part 7: A Society of Addicts- Chapters 22-24   **Activities**   * Complete the **Week 9 Discussion** (15 points) * Review Assignment 2 (due Week 10) |
| 10  3/28-4/3 | **Becoming a True Leader**  **Preparation**   * Watch the **Week Ten** **Lecture** * Reading(s)   + Leaders Eat Last- Part 8: Becoming a Leader- Chapters 25-26   **Activities**   * Submit Assignment 2: **Soft Skill Development Role Play Video** (210 points) |
| 11  4/4-4/10 | **Impostor Syndrome, Empathy and More**  **Preparation**   * Watch the **Week Eleven** **Lecture** * Reading(s)   + *The Hard Truth About Soft Skills: Chapter 8 Leading the Troops*   + *Launch Your Inner Entrepreneur- Mindset Shift 2- Embracing an Entrepreneurial Attitude*   **Activities**   * Complete the **Week 11 Discussion** (15 points) |
| 12  4/11- 4/17 | **Remote Leadership, Hybrid Teams**  **Preparation**   * Watch the **Week Twelve Lecture** * Reading(s)   + *None*   **Activities**   * Complete the **Week 12 Discussion** (15 points) |
| 13  4/18-4/24 | **Thinking Like an Entrepreneur (within an organization)**  **Preparation**   * Watch the **Week Thirteen Lecture** * Reading(s)   + *Launch Your Inner Entrepreneur- Mindset Shift 8- Leading your Startup and Mindset Shift 9- Going into Growth Mode*   **Activities**   * Complete the **Week 13 Discussion** (15 points) * Review Assignment 3 (due Week 14) |
| 14  4/24-5/1 | **Post Pandemic Issues & Leadership Skills**  **Preparation**   * Watch the **Week Fourteen Lecture** * Reading(s)   + None   **Activities**   * Submit Assignment 3: **Leadership and Mindset Development Plan** (225 points) |
| 15  5/2- 5/7 | **Activities**  **Final Exam** |

**GRADING SCALE**

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| **Assignment** | **Total Points** | **% of**  **Grade** |
| Assignment 1: **Self-Evaluation Assessment** | 210 | 21% |
| Assignment 2: **Soft Skill Development Role Play Video** | 210 | 21% |
| Assignment 3: **Leadership & Mindset Development Plan** | 225 | 22.5% |
| Participation  (11 Discussions worth 15 points apiece; 165 points) | 165 | 16.5% |
| Final Exam | 190 | 19% |
| Totals | 1000 | 100% |

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| PERCENT | | GRADE |  | PERCENT | | GRADE |
| 93-100% |  | A |  | 77-79.99% |  | C+ |
| 90-92.99% |  | A- |  | 73-76.99% |  | C |
| 87-89.99% |  | B+ |  | 70-72.99% |  | C- |
| 83-86.99% |  | B |  | 67-69.99% |  | D+ |
| 80-82.99% |  | B- |  | 63-66.99% |  | D |
|  |  |  |  | 60-62.99% |  | D- |
|  |  |  |  | <59.99% |  | F |
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**COURSE GRADING POLICY**

Grades will be posted on the course website. There will be no “curve” in determining final grades and rounding will not be used. Final grades will be based on a percentage of possible points earned. I will not discuss or consider any grade changes at the end of the semester (regardless of special circumstances, catastrophes, improvement, good intentions, needs, desires, etc.). Students are treated as consistently as possible, and no student receives preferential treatment over another. Please refer to course assignment and course policies for further details on evaluations.

**WEEKLY DISCUSSIONS**

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| **Weekly Discussion Rubric (15 pts)** | | | | | |
|  | **Unsatisfactory**  **0%** | **Partially Satisfactory**  **70%** | **Satisfactory**  **80%** | **Proficient**  **95%** | **Exceeds Requirements**  **100%** |
| **Discussion Post Quality**  **40%** | Did not participate in the Discussion | Post or video posting is too brief/not substantive | One satisfactory post or video posting addressing the discussion topics | One proficient post or video posting meeting discussion requirements | One substantive initial post or video posting exceeding discussion requirements |
| **Reply to Peers/Professor Post Quality**  **20%** | No participation | Response posts are too brief/not substantive | One substantive response post to a peer/professor in addition to the initial post. | Two substantive response posts to a peer/professor in addition to the initial post for a total of three posts | Three or more substantive response posts to a peer/professor in addition to the initial post for a total of four or more posts. |
| **Syntax**  **20%** | Did not participate in the Discussion | Multiple errors | Some errors/difficult to read | A few errors | No errors/good flow |
| **Initial Post Completed by Deadline**  **20%** | No participation | Initial Post Saturday or later | Initial Post Friday | Initial Post Thursday | Initial Post by Weds. midnight |

**ASSIGNMENTS**

Week 5: Assignment 1: **Self-Evaluation Assessment**

Instructions:

As a manager, you need to drive learning and growth at your organization. This can be accomplished through consistent evaluation using a set standard. Self-evaluation is at the center of it all. Leaders need to gather the tools necessary for their employees to be able to evaluate their own progress. You can create these assessments yourself or use tools that are already out there.

As a leader, you set the example, so let’s start first with your own self-assessment. For Assignment 1, you will take the Free Personality Test at: <https://www.16personalities.com/free-personality-test>. Once you finish the test and read your results, answer the follow questions (in full sentences/paragraphs) using the provided template:

* What personality type are you? Tell us a little bit about that type.
* What percentage are you Extraverted vs. Introverted? Intuitive vs. Observant? Thinking vs. Feeling? Judging vs. Prospecting? Assertive vs. Turbulent?
* Did the results surprise you? Why or why not?
* Summarize your key takeaways in a paragraph or two.
* What are some of your strengths and weaknesses as identified by the assessment?
* How do these strengths and weaknesses impact your workplace habits? Career paths?
* What did you learn from what you uncovered?
* What new skills will you try to acquire to overcome your weaknesses?
* How will this impact the way that you lead others?
* Will you make self-assessments a mandatory part of your employee training? Why or why not?

References should be included if applicable (APA format suggested)

When you are working on this first assignment, consider all that we’ve been discussing in this course so far. Your completed template should be uploaded to Blackboard by Sunday midnight of Week 5. Reach out to your professor with any questions.

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| **Assignment 1 Grading Rubric (210 points)** | | | | | |
|  | **Unsatisfactory**  **0%** | **Partially Satisfactory**  **70%** | **Satisfactory**  **80%** | **Proficient**  **95%** | **Exceeds Requirements**  **100%** |
| **Personality Type**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Personality Percentages**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Results Reaction**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Key Takeaways**  **10%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Strengths/Weaknesses**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Strengths/Weaknesses Analysis**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **What did you learn?**  **9%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **New Skill Acquisition**  **8%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Leadership Impact**  **9%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Self-Assessment Plans**  **9%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Clarity, Logic and Writing Mechanics**  **5%** | There are numerous errors in terms of clarity, logic, format and writing. It's difficult to understand and doesn't flow well. | There are errors in terms of clarity, logic, format and writing. | There are a few errors in terms of clarity, logic, format and writing. | There are minimal errors in terms of clarity, logic, format and writing | No errors related to clarity, logic, format and writing. |
| **Submitted on Time**  **10%** | 15 or more days late | 7-14 days late. | 3-6 days late | 1-2 days late | Submitted on Time |

**Week 10:** Assignment 2: **Soft Skill Development Role Play Video**

**Instructions:**

Throughout the course, we’ve been talking about the importance soft skills. Now, it’s time to practice helping your employees develop them. Using the questions listed below you will role-play with one of your classmates, employees, friends or co-workers, and record the session on video.

In the video, ask the following questions and then provide guidance and feedback in a manner that will help your employee/friend to improve their soft skills, and develop a better understanding of the context/situation. Your goal is to enable them to better adapt if they encounter a similar situation in the future. If you are having difficulty finding someone to do the video with, feel free to record on your own and simulate a conversation.

Post your completed video in the designated area in the Blackboard Course Shell during Week 10.

Here are the questions:

* Has having limited time ever impacted your performance at work? How so (give an example)? What did you do in that situation? How could you have adapted to it better? Can you anticipate being in that situation again in the future? What will you do next time?
* Have you ever dealt with too much work in the workplace? Can you give an example? How did you adapt? Do you think you will be in that situation again in the future? What will you do if it happens again?

* Have you ever had to deal with other people not doing their part in the workplace? Can you give an example? How did you respond? Can you anticipate being in that situation again in the future? When is that likely to happen? What options will you have if it does occur again?
* Have you ever dealt with conflict among employees in the workplace? Can you give an example of when you have been in that situation? What did you do? Do you think you will be in a similar situation again in the future? What options will you have if so and how will you respond?

Good luck with your video and reach out to your professor with any questions. All videos should be 7 minutes or under and be uploaded to Blackboard by Sunday midnight of Week 10. (If you are having issues uploading your video, upload it to YouTube and copy and paste the link in the designated area in Blackboard instead).

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| **Assignment 2 Grading Rubric (210 points)** | | | | | |
|  | **Unsatisfactory**  **0%** | **Partially Satisfactory**  **70%** | **Satisfactory**  **80%** | **Proficient**  **95%** | **Exceeds Requirements**  **100%** |
| **Limited Time Context/Feedback**  **20%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Too Much Work Context/Feedback**  **20%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Others Not Doing Their Part Context/Feedback**  **20%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Conflict Between Employees Context/Feedback**  **20%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Professional Presentation**  **10%** | Does not have a professional format/delivery and/or does not include all topics. | Has inconsistencies in terms of professional format/delivery and topics. | There are a few inconsistencies in terms of professional format/delivery and topics. | The format/delivery is professional, and all required topics are included. | The presentation is exemplary. It is presented professionally and goes above and beyond the requirements. |
| **Submitted on Time**  **10%** | 15 or more days late | 7-14 days late | 3-6 days late | 1-2 days late | Submitted on Time |

**Week 14:** Assignment 3: Leadership and Mindset Plan

Throughout this course, you’ve been learning a great deal about what it takes to become a strong leader through developing your leadership traits and soft skills, directing with empathy, incorporating flexibility, managing remote teams, showing gratitude, working on your confidence/resilience, honing an entrepreneurial mindset and more. Complete your own personal Leadership and Mindset Plan below by responding to the questions below (taken from the book Launch Your Inner Entrepreneur):

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| **Leadership Skills** |
| How would you rate your leadership skills on a scale of 1 to 10? What areas could you improve on? |
| In what way do you (or will you) regularly communicate with your team? Can you improve at all? |
| Do you lead with your heart or your mind? How so? What can you do to foster that balance? |
| What soft skills do you need to improve? At which do you excel? |
| How do you (or will you), put your employees needs above your own? |
| How well do you delegate your work? What can you do to improve here? |
| In what ways do you, or will you, provide guidance to your employees? |
| Who is your leadership role model? What do you like most about them? How can you emulate their style? |
| **Staffing and Managing Your Team** |
| How do you, or will you, incorporate flexibility for your staff? |
| Will you, or do you, offer unlimited paid time off? Will you consider it if not? |
| How will you, or do you measure, milestones and productivity for your remote employees? |
| **Gratitude and Empathy** |
| What are you currently doing, or will you do, to incorporate gratitude activities into your day-to- day routine? |
| Have you started a gratitude journal? If not, will you? Will you encourage your employees to do the same? |
| What type of team-building activities are you using, or will you use, to help your team with bonding? |
| What else will you, or do you do already, to foster thankfulness? |
| What example do you, or will you, set for the team? |
| How do you, or will you, lead with empathy? |
| In what ways will you, or do you, pay it backward and give it forward? |
| **Patience** |
| What makes you impatient? |
| How will you practice patience? |
| **Increasing Confidence** |
| How confident are you? What are some areas that you need to work on? |
| What are you good at and passionate about? What are your strengths? |
| How will you, or do you, celebrate both your successes and failures? |
| Do you suffer from impostor syndrome or self-sabotage? How so? |
| What affirming mantra will you, or do you say to yourself when negative internal dialogue creeps in? |
| What can you or do you already do to pull yourself up when you experience an obstacle or setback? |
| **Continuous Learning & Development** |
| What professional associations will you join or do you already belong to? |
| What methods will you use- or are you using currently- to establish yourself as a thought leader? |
| What you do to further develop and hone your entrepreneurial thinking? |
| What additional certificates will you purse? |
| What industries books and publications will you keep up with? |
| What else will you do to keep learning? |
| Is there anything holding you back? If so, how will you eliminate it and keep moving forward? |

Please submit the completed template for this assignment on Blackboard by Sunday midnight of Week 14.

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| **Assignment 3 Grading Rubric (225 points)** | | | | | |
|  | **Unsatisfactory**  **0%** | **Partially Satisfactory**  **70%** | **Satisfactory**  **80%** | **Proficient**  **95%** | **Exceeds Requirements**  **100%** |
| **Leadership Skills**  **13%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Staffing & Managing Your Team**  **13%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Gratitude & Empathy**  **13%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Patience**  **13%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Increasing Confidence**  **13%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Continuous Learning & Development**  **15%** | Did not complete any of the requirements for this section. | Met some of the requirements for this section. | Met most of the requirements for this section. | Met all of the requirements for this section. | Went above and beyond the requirements for this section. |
| **Clarity, Logic and Writing Mechanics**  **10%** | There are numerous errors in terms of clarity, logic, format and writing. It's difficult to understand and doesn't flow well. | There are errors in terms of clarity, logic, format and writing. | There are a few errors in terms of clarity, logic, format and writing. | There are minimal errors in terms of clarity, logic, format and writing | No errors related to clarity, logic, format and writing. |
| **Submitted on Time**  **10%** | 15 or more days late | 7-14 days late | 3-6 days late | 1-2 days late | Submitted on Time |

#### Student behavior & ethics

#### To create a classroom environment that remains conducive to learning please abide to the following:

* Computers may be used during the class period only for purposes of course activities. Checking or sending email, IMing, accessing websites other than those I are using for course activities, and all other non-class computer activities are not allowed.
* Retaliation against another student or the professor is unacceptable. If you have a concern (e.g., behavior or performance of another student, perception of unfair treatment), you are expected to manage it professionally, ethically, and maturely (see “social loafing” above).
* The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available athttp://policy.uconn.edu/?p=2884.)
* Academic Misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. Depending on the act, a student could receive a grade of F on the test/assignment and/or an F for the course and could be suspended or expelled from the University. Please see the Student Code at http://www.dosa.uconn.edu (Judicial Affairs link) for more details and a full explanation of the Academic Misconduct policies. Academic Misconduct includes, but is not limited to:
  + Copying or sharing answers on tests or assignments (with past or present students),
  + Plagiarism from any source, including the internet (see http://www.lib.uconn.edu/using/tutorials/LILT/htmls/fairuse.html for more information on plagiarism.)
  + Having someone else do your academic work (including work purchased from vendors)
  + Handing in work from other courses
  + Copying, saving, or printing any or all exam questions, by any means (e.g., electronic, hand written)
  + Using any materials, other than pens, pencils, blank paper, or the HuskyCT exam site during examinations. You may not access your computer files, be in contact with others, or access any web addresses (other than that which contains the exam) during examinations unless otherwise permitted.
  + Being absent from an exam without proper advance permission.

**Questions**

Please do not hesitate to ask me a question in or outside of class. There are probably others in the same situation.

**Student’s Progress**

You will be able to access your grades in the course via the Husky CT course website. Please Note: I reserve the right to retain, for pedagogical reasons, any student's test or assignment submitted by the student.

**Agreement to the Terms of the Syllabus**

This syllabus should be considered a contract, whereby you agree to abide by the terms and requirements described herein.

**IMPORTANT CLASS POLICIES**

**Course Communication**

I will post all class announcements, schedule/syllabus changes, readings, and teaching materials to Husky CT. It is your responsibility to check the website and your e-mail.

**Professional Behavior**

You are expected to be professional and prepared (i.e., readings & assignments completed). This means the following behaviors are inappropriate:

* Your opinions are valued, but disagreements with another classmate’s point of view should not be made in an antagonistic or derogatory manner.

**MISCELLANEOUS ITEMS**

1. **Student Support Services**
2. Alcohol and Other Drug Services, 486-9431, <http://www.aod.uconn.edu>
3. Career Services, 486-3013, <http://www.career.uconn.edu/>
4. Counseling and Mental Health Services, 486-4705 (after hours: 486-3427). <http://cmhs.uconn.edu>
5. Dean of Students Office 486-3426, <http://www.dos.uconn.edu>
6. University Writing Center <http://www.writingcenter.uconn.edu/>, Business Writing Center <http://www.business.uconn.edu/cms/p640>, Learning Resource Center (LRC) <http://lrc.uconn.edu/>.
7. Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=mailto%3acsd%40uconn.edu).  Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=http%3a%2f%2fwww.csd.uconn.edu%2f). For more information, contact: Kim McKeown at [kimberly.mckeown@uconn.edu](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=mailto%3akimberly.mckeown%40uconn.edu)
8. **Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
  
More information is available at [http://policy.uconn.edu/?p=2884](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).   
   
**3. Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f)under the [Sexual Assault Response Policy](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.    
  
More information is available at [http://sexualviolence.uconn.edu/](https://mail.business.uconn.edu/owa/redir.aspx?C=eswpbU3y6kKdl5sAkNwswFpQV5BwBNIIhPiUYGRLgf6GDA63ZpgmqJOF9C7loOi4dzeMEw3RXZk.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

1. **Special Accommodations**

Students with a disability or those who need special accommodations should talk to the professor individually within the first two weeks of the class. Every effort will be made to accommodate you.

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu.](file:///C:\Users\Pgallagher\Dropbox\@%20Projects\@%20Teaching\MGMT%203101%20-%20Fall%202018\Syllabus\www.csd.uconn.edu)

If you or any other student you know is experiencing any distress or potentially compromised personal well-being, or if you have a concern about threatening, harming or disruptive behavior PLEASE contact the Student Care Team http://studentcareteam.uconn.edu/

UConn is committed to creating and maintaining a campus environment free from all forms of sexual harassment, sexual violence, relationship violence, and stalking. There are a number of resources available to support and help anyone impacted (<http://titleix.uconn.edu/>).

Student Health Services (Confidential) 860-486-4700 (24 Hours)

Counseling & Mental Health Services (Confidential) 860-486-4705 (24 Hours)

UConn Police 860-486-4800 (24 Hours)

Office of Diversity and Equity 860-486-2943

1. **Resources for Students Experiencing Distress**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university’s student health insurance plan and also partially funded through university fees. If you do not have UConn’s student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or https://studenthealth.uconn.edu/ for services or questions.

1. **Accommodations for Illness or Extended Absences**

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

1. **COVID-19 Specific Information**

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

Fever,

Cough,

Shortness of breath or difficulty breathing

Chills

Repeated shaking with chills

Muscle pain

Headache

Sore throat

New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

1. **Mask and Social Distancing Expectations**

To ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when in the classroom. If a student is not wearing a mask/face covering, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately. More information about proper usage of masks is available from UConn Environmental Health and Safety at this link.

Additionally, we will observe 6 feet of physical distancing in the classroom at all times. Please make sure to sit only in chairs or desks that are marked with a green circle and checkmark, and do not rearrange furniture or stickers. The University has arranged classrooms and seating to maintain physical distancing. Using these visual cues will help keep us all safe.

Activities that involve temporarily removing the mask, such as eating or drinking are not allowed. Please leave the classroom for such activities.

Classrooms will be cleaned daily by Facilities staff. High touch points such as doorknobs, light switches, and handrails will be cleaned multiple times daily, in addition to thorough and regular cleaning of bathrooms, common areas, and open spaces. All classrooms will be supplied with disposable wipes or spray bottles and paper towels for students and faculty to disinfect between classes, as appropriate. Hand sanitizer dispensers will be available at entrances for classrooms.

1. **Technical and Academic Help provides a guide to technical and academic assistance.**

This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

1. **Student Technology Training**

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/800161/cl/outline.