



UNIVERSITY OF LA VERNE
College of Business and Public Management



MGMT 596: GRADUATE SEMINAR

(Prerequisite: Organizational Research MGMT 586)

INSTRUCTOR

Dr. Teresa Martinelli
tmartinelli@laverne.edu

TIME & LOCATION

La Verne Online
LVO

OFFICE HOURS

By appointment via Bb IM, WebEx or Skype | Best way to contact
Instructor is email

Winter 2018
CRN 1203

Class Meeting exceptions:

- ▶ Final Leadership Forum **VIDEO** presentation due **Wednesday, March 14 | by 6:00 pm**

Capstone (kap/ston/) n. 1. A final touch; a crowning achievement; a culmination. 2. The highest point as of achievement. [Guralnik, David B., Editor in Chief. (1986). *Webster's New World Dictionary of the American Language*, (2nd ed.). New York, NY: Prentice Hall Press]

COURSE DESCRIPTION

This is a culminating course in the master's program; successful completion earns three semester hours of graduate credit graded ("B" work or better). In this course, students will integrate key management and leadership concepts presented in classes in the MSLM program and use these concepts to analyze a series of organizations and develop recommendations to address the challenges and build on the strengths of the organizations selected. Students will integrate scholarly literature and provide substantive recommendations to address the practical issues and challenges that leaders and managers face in today's complex organizations.

The main product of the course is an individual paper of approximately 30 – 50+ pages, which will be presented to faculty, fellow students, alumni, family, and representatives of the professional community in a forum setting at the conclusion of the term. The paper and presentation will demonstrate the student's mastery of key leadership and management concepts and the ability to relate theory to practice. Students will also develop a personal learning summary, which describes the wisdom they have developed, and how they will apply their learning to enhance their impact as leaders and managers as their careers continue to unfold.

COURSE APPROACH, GOALS, & OUTCOMES

The course will be a combination of online class discussions and review of organizational information related to each research reviewed, discussion board sessions to discuss leadership and management concepts with MSLM peers. Individual assignments are intended to complete the analysis of research and reflections on his/her individual learnings about the management and leadership concepts discussed in the class and in the MSLM program overall.

**Learning Goals:**

- For students to design, develop, and implement a successful research project with the goal to understand more deeply specific leadership and organizational issues/challenges. Students will integrate the key management and leadership concepts learned across the MSLM curriculum through summarizing key concepts, reflecting on personal learning, and analyzing conditions, which identify specific organizational issues and challenges.
- To prepare a research paper, share the finding of said research, and present a professional **VIDEO** presentation to include personal learnings the student has had in the MSLM program. This presentation will be in a **VIDEO** Discussion Board Session format to which peers, faculty, and other practicing management professionals may be invited to participate in the online viewing and evaluation as part of the culminating Leadership Forum.

Learning Outcomes:

This course meets the program objectives of design, conducts, and completes an integrated research project and communicates effectively both in writing and verbally (audio). By the end of this course and the MSLM program, each student will be able to:

- Design a research project based on theory and leadership constructs.
- Situate research in relationship to established leadership and management theories.
- Conduct systematic data gathering to understand fully the relevant issues.
- Analyze the data (quantitative, qualitative, or mixed methods).
- Discuss and address the leadership and management issues that have been explored in this research.
- Address by what means the research findings could be applied to address organizational issues.
- Deliver an effective presentation on in what manner to address management and leadership challenges.
- Apply project planning and management skills to complete effectively a creative project.
- Identify, leverage, and expand one's social networks and social media presence to develop and enhance one's leadership profile.

TEXTBOOK OPTIONAL

Salmons, Janet E.(2016). *Doing qualitative research online*. Thousand Oaks, CA: Sage Publication.
ISBN: 9781446295410

COURSE BOOKS FOR REFERENCE ONLY (No textbooks are required for this class)

Hayes, M. L. (1999). *Encouraging words: A source book of words and phrases for dissertation and report writing*. Silver Springs, MD: The Beckham Publications Group, Inc. (available from <http://www.beckhamhouse.com/> and Amazon).

Schwartz, B. M, Landrum, R. E., & Gurung, R. A. (2014). *An easy guide to APA style*. Thousand Oaks, CA: Sage.

Handouts will be posted in the **Course Documents** button. Students are required to use the electronic library databases to access scholarly journals as well as use the internet to research organizations that are analyzed as part of the research study process.

Previous textbooks and assigned readings from prior MSLM core classes and electives will also be relevant and essential sources for students to use as part of completing the final capstone and **VIDEO** presentation.

Additional current and relevant readings may be assigned throughout the course.



Expectations of Faculty

Faculty will be available to meet with students as needed virtually and will prepare each online seminar session. Seminars will be designed to meet the needs of enrolled students. The goal of the faculty is to return draft material to the students, with comments, feedback, grade, and suggestions within ten (10) days of submission.

Expectations and Requirements of Students

Successful completion of the course requires timely submission of research-paper components. Students should submit all weekly Discussion Board [Db] assignments for Instructor review only after they are completely proofread and checked for grammatical and other errors. If needed, students can work with a tutor who can assist with the writing quality. Feedback on the Db will be given as needed or deemed necessary either individually or to the group as a whole.

The primary reason for review by the Instructor is to provide guidance on the content of the concepts, the research analysis, and quality of the action plan. Student is accountable for submission of well-written work in APA format. Guidelines will be given during each online class session that students will use to organize and write each section of the final paper.

Students will submit each CHAPTER electronically as completed. The Instructor will return the chapter with comments (via track changes) and the student needs to make all the changes recommended. If the student disagrees with the changes, s/he can discuss that with the faculty member directly and adjustments can be made based on that discussion.

The student is accountable for making all the changes noted. If those changes are not made, the student may need to take an IP in the course to ensure that the quality of the research writing meet the standards established by the MSLM program (see standards listed below)

Students are responsible for ensuring that the final capstone paper submitted meets academic standards for graduate-level quality work. Use the APA style manual to verify that the work includes correct formatting and proper presentation of quotations as well as excellence in proofreading, grammar, spelling, and punctuation. Written work must meet the standards of the ULV Excellence in Writing Committee. Writing coaches are available, by appointment through the ULV Academic Success Center (ASC) specifically to management students at the Graduate level <https://sites.laverne.edu/academic-success-center/graduate-services/>. Course faculty may refer students to the writing coaches; seeking such support is both appropriate and necessary at times for all writers, in both academic and professional settings. Students find this to be extremely resourceful rather than a pejorative action.

All assignments are to be submitted electronically via Blackboard (Bb). Each document must be identified with the student's last name, first initial, and title of submission/assignment

MODIFICATION to this syllabus may be made at any time at the discretion of the professor.

ACADEMIC INTEGRITY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by the Instructor, students are expected to maintain the following standards of integrity

- All exams, papers, vocal and written assignments and recitations are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or research requires the explicit citation of the source. Use of exact wording requires a "quotation" format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.
- For further information about ULV policy on Academic Honesty, please refer to the current University of La Verne online catalog



If plagiarism occurs, it can result in: resubmitting the paper for a lower grade, a zero on the paper, failing the class, or expulsion from the university depending on the severity and if plagiarism has occurred in other classes.

Plagiarism is a serious offense, and an illegal act. Failure to meet these standards for academic honesty will lead to course failure, and may result in dismissal from the University. See ULV Catalog for details.

SafeAssign® will be utilized through Blackboard so that students may check for possible plagiarism. Once processed students will have the opportunity to resolve and rewrite any doubtful sentence structures.

TECHNOLOGY REQUIREMENTS:

You must have regular access to a computer with Internet access (broadband recommended). The final assignments must be submitted in Word and PowerPoint or the equivalent (e.g. Google products). Most parts of Blackboard work best using Mozilla Firefox (free download at <https://www.mozilla.org/en-US/firefox/new/?scene=2#download-fx>).

When planning the submission of assignments and posting on the discussion board, please keep in mind that some workplace firewalls prevent access to Blackboard. If you are unfamiliar with Blackboard, there is a “help” button and links to short YouTube videos (under “student resources” tab at the top of the screen) that demonstrate different skills needed for this course (such as posting on the Discussion Board, posting assignments, and accessing the gradebook).

The Blackboard helpdesk can be reached at bbhelp@laverne.edu or 909-448-4089.

CHARACTERISTICS OF EFFECTIVE ONLINE LEARNER

- ✧ I am a self-motivated and self-disciplined individual.
- ✧ I am able to work independently with little direction.
- ✧ I have good time-management skills that allow me to schedule specific times throughout a week to work on my online course.
- ✧ I can effectively communicate any questions or concerns to my Instructor.
- ✧ I am comfortable expressing myself in writing using grammatically correct, written statements and/or essays.
- ✧ I am not a procrastinator. I like to get things done today and not tomorrow.
- ✧ I will not miss the face-to-face interaction with my Instructor and classmates.
- ✧ I do not give up easily, even when confronted with obstacles.
- ✧ I am comfortable spending five plus hours each week on a course to review course lectures/videos, complete course assignment, participate in chats and threaded discussions, etc.
- ✧ I agree that online courses can be more challenging than face-to-face classes.
- ✧ I consider myself an average to above-average reader.
- ✧ I have basic computer skills and can use word processing software, download software, install software, use a web browser, etc.
- ✧ I have access to a computer that is connected to the Internet and have a backup plan if something happens to my computer.



- ✧ I am comfortable in a "virtual environment" - email, sending attachments, threaded discussions, chat rooms, etc.

https://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

ASSIGNMENTS

Important: ALL written assignments must be submitted on Bb using Word or be converted to Word. If you are using Mac Pages or Google Docs, then please convert to Word prior to submission, as presently Bb cannot open such files. The same holds true for PowerPoint presentations.

DO NOT submit any assignment in PDF unless instructed to do so because standard track-changes cannot be used in a PDF document. Of these assignments, NO STANDARD COVER PAGE is required. However, when posting on Bb, do please identify your e-document with your Last name for example Smith_LitReview.docx

PHOTO OR AVATAR Bb PROFILE (1 point)

Identifying yourself with a photo or an avatar is important because doing so helps to build community. Even with rampant social media some may be weary of photos thus the avatar is a most suitable replacement. Coming from the Sanskrit word for "incarnation in human form," avatar is an application to help students introduce themselves, express their personalities behind the mask of an image rather than upload a personal photo. Thus, you have a choice photo or avatar as research in higher education and workplace training indicates such is becoming standard in eLearning.

DISCUSSION BOARD (DB) ACTIVITIES (Dbs - - -10x3points = 30 points)

There are ten (10) graded Blackboard (Bb) discussion activities to reinforce fundamental concepts and enhance student—to—student learning experience. Each discussion activity is worth three (3) points of student's overall grade and consists of an initial post and a set of response posts. To ensure effective discussions and depending on number of students registered, students *may be* assigned into smaller groups. The number per group will depend on class size.

The discussions among other topics revolve about MSLM concepts and high performing organizations. During the discussion weeks, (see course schedule), students must respond to the posted question(s) or tasks posed by the Instructor and submit the answers **no later than 11:59 pm, Thursday of the week assigned**. In addition, students must provide *quality graduate level* comments [more than simple congratulatory comments] to **at least two (2) classmate posts no later than midnight, Sunday of the same week**.

While students should read all of members' contributions, but engage and actively dialog with those you find most relevant to your needs or interest. The Db will close at 11:59 pm of the due date. Missing this final part of the assignment will result in no credit. NO EXCEPTIONS.

IRB-APPROVAL PROCESS (4 points)

Student will follow instructions and complete online via ULV IRB Manager [Institutional Review Board] <https://sites.laverne.edu/institutional-review-board/students/> protocols to obtain approval PRIOR TO CONDUCTING ANY research. Instructions and details provided on Bb. Instructor signature is required for protocols to proceed. Thus, prior certification is required which must be met as a prerequisite to complete this approval process. This is a time sensitive process and must be followed in a timely manner before research can begin.



Note: Each chapter MUST include an **Introduction** and a **Conclusion**

CHAPTER 1: OVERVIEW OF KEY LEADERSHIP AND MANAGEMENT CONCEPTS (10 points)

The beginning of the Chapter 1 should include a “quote” that fits the concepts discussed [see the 596 template on Bb in the [Course Documents](#) button

Key management and leadership concepts will be reviewed.

- Chapter to include **Introduction** and **Conclusion**
- You will write a two page **minimum** summary of **each** concept and the significance of the concept for leaders and managers.
- For **each** concept summary, you will include a minimum of three (3) scholarly references **per** concept (using readings and texts from prior MSLM classes is highly encouraged). Minimum six (6) scholarly (non-web; non-consultant-based) references.
- This chapter requires a minimum number of pages of four (4) **full** APA formatted pages (please note minimum equates to a B grade). Less than four (4) full pages in this section are not acceptable or complete.
- **When submitting for review NO STANDARD COVER PAGE is required but do include References**

CHAPTER 4: RESULTS AND DATA ANALYSES (10 points)

Following data attainment, this Chapter will include:

- An **Introduction** that briefly explains the essence of the chapter by restating the research problem underpinning your study
- Provide a systematic **description of results** whether quantitative or qualitative, highlighting those observations that are most relevant to the topic under investigation
- Focus only on **findings** that are important and related to addressing the research problem
- Illustrate key findings using non-textual elements, such as, figures, charts, photos, tables, etc., as appropriate
 - ✧ Any instrument used should be referenced in series as Appendix A, B, etc.
 - ✧ All results with graphs or charts and tables should be identified in series as Figure # or Table # following proper APA standards
- A **Conclusion** paragraph highlights the chapter nucleus and *links to* the Discussion chapter. This section is a short paragraph that concludes the Results section by synthesizing the key findings of the study.
- **When submitting for review NO STANDARD COVER PAGE is required but do include References**

Page length of your Results section is guided by the amount and types of data to be reported. However, approximately 3 - 5 pages full pages minimum is to be considered complete.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS (10 points)

The beginning of the Chapter 5 should include a favored “leadership quote” [see the 596 template on Bb in the [Course Documents](#) button

This chapter will include:

- An **Introduction** that briefly re-states the research problem investigated and answers all the Research Questions underpinning the problem posed.



- Reiterate the **Research Problem**/State the **Major Findings** [in one paragraph write a direct, declarative, and succinct proclamation of the study results]
- Explain the **Meaning of the Findings** and **Why they are Important** [Systematically explain the underlying meaning of your findings and state why you believe they are significant.]
 - ✧ **Relate the Findings to Similar Studies** [comparing and contrasting the findings of other studies helps to support the overall importance of your results]
 - ✧ Consider **Alternative Explanations of the Findings** [consider all possible explanations for the study results]
- **Acknowledge the Study's Limitations** [Note any unanswered questions or issues study did not address and describe the generalizability of results]
- **Recommendations** generally describing lessons learned, proposing recommendations that can help improve a situation, or highlighting best practices
- Make Suggestions for **Further Research** [this can be done in the overall conclusion of your paper] offer important insights about the research problem.
- A **Conclusion** section is a synthesis of key points or a summary of the main topics are covered, but also if applicable, where recommendation(s) of new areas for future research is provided.
- **When submitting for review NO STANDARD COVER PAGE is required but do include References**

HINT: Other than the literature review chapter, the preponderance of references to sources is usually found in this discussion section.

Approximately four (4) full APA pages minimum (please note minimum equates to a B grade). Any less in this section is not acceptable or complete.

EPILOGUE: REFLECTION (5 points)

This short section at the end of your capstone, serves to provide you with an opportunity to write a personal reflection that focuses on the lessons and learnings garnered through your MSLM journey.

- The beginning of the Epilogue should include a “motivational quote” [see the 596 template on Bb in the **Course Documents** button]
- This epilogue is to be written in first-person and can consider the following questions:
 - ✧ What new insights did you learn throughout the program? (what new idea can you pocket or treasure)
 - ✧ What did you unlearn? (implies an explicit shift in your understanding)
 - ✧ What surprised you? (insight that changed your worldview)
 - ✧ What experience, project, involvement, or assignment did you find most interesting or fun? (something non-typical of standard courses)
 - ✧ Who or what influenced you to rock-on to accomplish your degree goal.
 - ✧ What concepts can you pocket and use repeatedly in your life or career?
- This assignment should not be an overview of course discussions, rather assignment is intended to illustrate students' ability to analyze their experience.
- Grading: 1 full page = 1 point | 1 ½ to 2 full pages = 3 points | 3+ full pages = 5 points
- Less than one full-page will receive no credit.
- **When submitting for review NO STANDARD COVER PAGE is required.**

**RESEARCH STUDY VIDEO SESSION PRESENTATION (15 Points)**

You are expected to create a **VIDEO** which summarizes your learnings throughout the MSLM program and through this Graduate Capstone class in particular. Video formats can vary depending on your skill and computer proficiency.

Desktop Apps include Windows Moviemaker; Camtasia/SnagIt, Amazon's VideoSpin or Avid FreeDv; VirtualDub; or for Mac iMovie and Website apps include Animoto.com; Commoncraft.com; Knewton.com are among others that develop on the web

Samples will be shown later in the term. The recommendation is that your video includes the following components:

- An **Introduction** and **Overview** of the key concepts from the MSLM program (in particular those identified in Chapter 1)
- A brief summary of the specific **Literature Review** you completed which reflects a more detailed understanding of a specific leadership and management area (this was completed in MGMT 586) including scholarly citations or quotes
 - ✓ HINT: cite scholars, theory, and/or relevant scholarship sources throughout your presentation
- **Research Questions** used to guide YOUR research:
- **Methodology** used to gather data (brief)
- **Results and Discussion:** provide implications of the data analysis
- **Application:** how can the findings be applied to improve things in an organization. Sometimes called the Monday morning question- what should I do differently on Monday morning because of your research
- Overview of your **Personal Learnings and Wisdom** accumulated as an MSLM student.
 - ✓ The above can be based on the Epilogue/Reflection section of your paper.
- **Concluding thoughts and insights**
 - ✓ Scholarly or Favored or Inspiration quotes that carry you forward.
- The time length will depend on you but should be minimum 10 minutes but no more than 15 minutes

FINAL INTEGRATED CAPSTONE PAPER (5 Points)

Taking all five (5) revised and corrected chapters – three from this 596 course and two from 586 as well the Epilogue, merged References, and Appendices, and you will unify all chapters together using the approved template (596 Research Paper-template) found on Bb under **Course Documents** button. This assignment is not due until *after* the **Video** session.

ATTENDANCE & PARTICIPATION (10 points)

Regular attendance and participation are essential for learning in this course. Attendance will be measured by your online presence, as well as your submission of assignments. To be counted as “present” for a class week, you must participate in that week’s Discussion Board question and submit the assignment due that week if any. FYI: the Bb is able to measure your “time” in minutes and activity.

If you do not post to the proper discussion board forum during the class week or submit completed assignments by their due date you will not be counted as attending class that week. Blackboard is able to tally your “attendance” via date/time stamp rather accurately for activity.



Submitting work of less-than-graduate level quality, or the need for further development and/or revision may also result in either an IP grade or an INC. grade. IP grades must be cleared, with all work completed at a satisfactory level, within one year. After that time, a student must register and pay tuition for continuing enrollment.

This course is conducted entirely online and adopts a student-centered learning approach that expects students to be **active and responsible participants** in their own learning. Online classes allow flexibility, but also **require self-discipline** of the students. To ensure a successful completion of the course, students must be well organized, self-motivated, and possess a high degree of time management skills in order to keep up with the pace of the course.

Per university policy [utilizing the Carnegie contact unit of measure], you are expected to **spend an average of 10-12 hours per week** on a 3-unit | 12-week **Masters Level course**. Your study time may vary (more or less than 10-12 hours) depending on your prior preparation. Active participation is crucial to the learning process in the course. If a student fails to participate in the first week of the course, i.e. logging into the course, participating in a threaded discussion, etc., the student is responsible for notifying the Registrar and/or Advisor to withdraw [W/D] from the course and/or receive a WF [failed to withdraw]. WFs are considered equivalent to F grades.

Students should not assume that lack of participation, payment, or attendance will result in an automatic withdrawal from the course. The responsibility belongs to you the student to ensure all proper registration processes have been followed. Students unsure of the procedure are advised to contact the program advisor and the Registrar. Students should read the assigned texts/materials for each week and complete the required course activities as outlined. All course documents are posted and available in HTML and/or PDF/A formats to ensure accessibility.

LATE SUBMISSIONS on all assignments will automatically receive less five (-5) points deduction.

GRADING

This online class is a graded with grades given for individual assignments (see grading criteria section). In order to receive graded credit for this online class, you will need to complete all of the elements listed in this syllabus:

- Make all changes to the papers that are sent to you by the Instructor (as indicated by the track changes; unless otherwise discussed directly with the Instructor).
- Submit Final Research based capstone on or before end of the term as scheduled
- Final research papers need to meet all APA style requirements and include all of the elements outlined in “Components of Final Capstone Paper.”
- Final paper must also meet writing standards as indicated in writing rubric (at the excellent or good level – papers that are rated as “unsatisfactory” as described in the [WRITING RUBRIC](#) will result in an NC or IP for the course, based on discussions between the faculty and student regarding quality of the research).
- Complete presentation materials and deliver the Research based presentation at the Online Leadership Forum [VIDEO](#) session.
- The LF [VIDEO](#) must be posted in the Week 10 Db by **Wednesday, March 14 at 6:00 pm**
- Complete the Course Evaluation at the end of the term.



GRADING CRITERIA

Final credit/no credit will be determined by computation of the following:

Assignment	Points
Upload photo or avatar	1
Discussion Boards Db 3 pointsx10	30
IRB Approval	4
Chapter 1	10
Chapter 4	10
Chapter 5	10
Epilogue: Reflection	5
Leadership Forum (online video session)	15
Final Integrated capstone	5
Attendance & Participation	10
Total	100

Scale	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	<74

- According to the current University of La Verne online catalog (Grading Policy –Graduate) - an A or A- "demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication."
- Assignments turned in late may receive a lower grade.
- Documents submitted electronically **must be identified with student's last name** followed by document title.
- Papers and citations must be APA format using 1" margins, Arial 11 or Times or Times New Roman 12-point font. (*Instructor prefers Arial 11 font*).

WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

Excellent	Very well organized; main ideas are clear and vivid; effective smooth sequencing. Writing displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated and precise word choice; appropriate use of idioms; no detectable grammatical or mechanical errors. Paper submitted in APA format.
Good	Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced. Displays facility with language; competence with most sentence structures; good word choice; may have minor errors in grammar, mechanics, idiom usage, but meaning is not obscured. Paper submitted in APA format.
Unsatisfactory	Not clearly organized; may wander or lack appropriate transitions, but thought can be followed. Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that confuses the meaning. Mistakes in APA formatting not caught and corrected by the student.



MISSION & PHILOSOPHY OF THE MSLM PROGRAM & CAPSTONE COURSE

Our mission is to prepare professional leaders and managers to address successfully the challenges and complexity of 21st century organizational life, with integrity, as architects of organizational life and goal attainment.

The program will do so encouraging diverse viewpoints, developing skills, maintaining a spirit of inquiry, and building a knowledge base enhanced by commitment to and skills in continuous learning. That preparation will be undertaken in a mutually supportive community of faculty and student learners networked to the greater communities beyond the university, open to change, distinguished by excellence in teaching and learning grounded in research and the application of theory to practice.

TITLE IX OFFICE- TITLE IX

The University of La Verne policies prohibit discrimination based on race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the ULV Employee Relations & Title IX. You also may make an anonymous report online <https://sites.laverne.edu/student-affairs/incident-report-wellness-referral-form/> or Students may also contact 909-448-4078 for confidential resource, advocacy, and other support.

<http://laverne.edu/inauguration/mission-statement/>

UNIVERSITY MISSION

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

Core Values of the University of La Verne

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.

Lifelong Learning

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement



The University asserts a commitment to improving and enhancing local, regional, and global communities.

Modification to this syllabus may be made at any time at the discretion of the professor.

COURSE SCHEDULE (MGMT 596 LVO)

#	Week	Reading	TOPIC	ASSIGNMENT DUE
1	1/8 — 1/14	Salmons Ch 1-2	<ul style="list-style-type: none"> • Introductions & Overview • Review Chapter 1 Concept topics • Discuss and begin drafting Chapter 1 • Review targeted outcomes of the research and clarify weekly goal setting process • Review data gathering process • Synchronous WebEx meeting w/Instructor • By end of Wk. 2: Complete draft of chapter 1 and finalize edits on Research Proposal (Ch 2 & 3) 	<p>Review syllabus & Bb content</p> <p>Due: Db1 –will be most likely WebEx class meet</p>
2	1/15 — 1/21	Salmons Ch 3-4	<ul style="list-style-type: none"> • Review of second topic Chapter 1 Concept: Elements of Organizational Behavior • Review all components for chapter 3: Methodology • WebEx meetings w/Instructor as needed • By end of Wk. 4: All data must be gathered in preparation for analysis of results (Chapter 4) 	<p>Due: Db2 -</p> <p>Due Complete IRB Protocol form online via ULV IRB Manager</p>
3	1/22 — 1/28	Salmons Ch 5	<ul style="list-style-type: none"> • Review components to be included in the Results & Data Analyses Chapter • Begin/Continue to Analyze Data to answer Research Questions • By end of Wk. 5: Finished Chapter 4 submitted for review. 	<p>DUE CHAPTER 1</p> <p>Due: Db3</p>
4	1/29 — 2/4	Salmons Ch 6	<ul style="list-style-type: none"> • Stop collecting data and/or continue to Analyze Data to answer Research Questions • Determine to find one hour dedicated to you and nothing else • WebEx meetings w/Instructor as needed 	<p>Due: Db4</p>
5	2/5 — 2/11	Salmons Ch 7	<ul style="list-style-type: none"> • Review components to be included in the Discussion & Recommendations chapter (beginning of Chapter 5): i.e., linking findings to literature review, summarizing issues and challenges found in the results; and limitations of the case study • Each student to schedule a WebEx or call meeting w/Instructor to review progress on goals • By end of Wk. 6: Chapter 4 reviewed and finalized. Draft of first section of Chapter 5 completed. 	<p>DUE CHAPTER 4</p> <p>Due: Db5</p>
6	2/12 — 2/18	Salmons Ch 8	<ul style="list-style-type: none"> • Review components to be included in the Discussions & Recommendations chapter regarding Recommendation, both short and long term recommendations (end part of Chapter 5) • Identify the linkages of the recommendations to key content areas (this is where you may bring in other references or research that is related to your case results) • Overview of in what way to create an effective Pp for the Case Results • WebEx meetings w/Instructor as needed • By end of Wk. 8 Complete Chapter 5 	<p>Due: Db6</p>
7	2/19 — 2/25	Salmons Ch 9	<ul style="list-style-type: none"> • Review components for Video Presentation for the Leadership Forum • WebEx meetings w/Instructor as needed 	<p>Due: Db7</p>

COURSE SCHEDULE (MGMT 596 LVO)

8	2/26 —3/4	Salmons Ch 10-11	<ul style="list-style-type: none"> Finalize draft for Video Presentation WebEx meetings w/Instructor as needed 	DUE CHAPTER 5 Due: Db8
9	3/5 —3/11		<ul style="list-style-type: none"> Writing, reporting, & contributing to the literature Key concepts\Rewriting Adding to your Literature Review WebEx meetings w/Instructor as needed 	DUE EPILOGUE REFLECTION Due: Db9
10	3/12 —3/18		<ul style="list-style-type: none"> All students must post own video AND view peer's presentations, then post discussions, feedback Submit final Integrated Research Paper which is the 5-chapter+References+Appendices where applicable 	DUE LEADERSHIP FORUM VIDEO Wednesday, March 14 by 6:00 PM Due: Db10 DUE Sunday, Final Integrated Research Paper Friday