UNIVERSITY OF MASSACHUSETTS DARTMOUTH

**Charlton College of Business**

**Department of Management & Marketing**

**Master Syllabus – Template *(Version of 5-6-16, supercedes version of 4-12-16)***

**Course: MGT 401, Applied Organizational Development and Career Management**

**Cluster Requirement: 5A, Capstone Study**

**Course Overview:**

A capstone course for majors in Management (Organizational Leadership Option) that integrates management and business principles from prior courses. The course uses a dual track approach:

1. Conducting a field project for a community organization. The project applies previously learned concepts in organizational development and management to actual problems in community organizations. The project also demonstrates key student competencies in information literacy and communication.

2. Developing a personal career portfolio. The portfolio compiles assignments and artifacts that document the student’s preparations to launch a career as a business professional.

**Learning Outcomes:**

Course-Specific Learning Outcomes:

At the completion of this course, students will demonstrate competencies needed for modern careers, including:

1. Manage a project for a Community Organization that includes data collection from primary and secondary sources, and presentation of findings in both report and presentation formats.

2. Ability to persuasively present recommendations on course-related issues

3. Demonstrate an understanding of effective and efficient management processes for organizational and employee development

4. Assess situations regarding planning, organizing, directing and controlling aspects of management functions

5. Develop a personal portfolio for job hunting and launching a career, with elements to include:

identification of personal traits and needs;

articulation of personal career objectives;

identification of likely jobs, organizations, industries and career tracks;

articulation of person-job fit and person-organization fit for specific jobs/organizations;

evidence of practice with networking techniques; and

evidence of practice to develop interviewing skills.

University Studies Learning Outcomes:

This course will give students the opportunity to integrate their learning and produce an original expression of knowledge or understanding. Students will also demonstrate mastery of both written and oral communication.

Upon completion of the capstone study, students will be able to:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).

2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.

3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.

4. Communicate effectively, both orally and in writing, the results of the project or experience.

**Required Reading and myCourses Access**

There are two (2) **required text books** for this course and you will be required to the use the MyCourse website for assignments and all correspondence with the professor.

*Career Development & Planning, 4th ed.,* Robert C. Reardon, Janet G. Lenz, Gary Peterson, James P. Sampson, Jr. Kendall Hunt, Dubuque, IA, 2012. ISBN: 978-1-4652-0006-8

*Management Basics, 1st ed., Susan Quinn, Bookboon.com, 2010.* ISBN:978-87-7681-717-6. This is a *free textbook* and the PDF is available on MyCourses site.

**MyCourses Website**: <https://login.umassonline.net/dartmouth.cfm>  
Please use this for all course related communication. This is also where your assignments will be submitted.

**Example Learning Activities and Assignment**

As noted at the outset, the course uses a two-track approach that includes a Community Organization Project (35%) and a Career Portfolio (50%). This section provides more detail on the learning activities and assignments associated with each track. The remaining 15% of the grade is determined by exercises, assignments, and quizzes.

**Community Organization Project (35%):**

As stated in the Course Learning Outcomes (page 1), students will “Manage a project for a Community Organization...” Sample organizations include the Workforce Investment Board, and the Women’s Fund of Southeastern Massachusetts. The project “includes data collection from primary and secondary sources, and presentation of findings in both report and presentation formats**.” It should be noted that students are required to *“Discuss how you drew on learnings from previous coursework, both within CCB and other classes at the University.”***This requirement applies both to the team report (25% of course grade) and to individual reflections (10% of course grade) that students complete.

Goals and Scope of Project: This is negotiated with the organization with instructor input to ensure that the group addresses a project that is both important and doable within a semester. *Projects focus on topics related to human resource management, organizational development, and leadership.*

Research Design and Analysis: Teams use varied methods to gather information, usually a combination of meetings with the organization representatives, primary research/ surveys, and secondary research.

Recommendations: Teams develop recommendations that draw on the research and analysis. Implementation details may include budget, timeline, additional studies needed, etc.

Rubrics for the Written Report and the Oral Presentation appear below:

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**Report/Deliverable Rubric: Community Organization Project**

**Rating Scale**

2 = Completely met, or exceeded, the requirement and did an extraordinary job!

1.5 = Met most, to all, of the requirement.

1 = Met some of the requirement.

0.5 = Met very little, if any, of the requirement.

0 = Clearly did not meet any of the requirement.

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| --- | --- |
| **Criteria** | **rating** |
| **Content**   * Addresses assignment with creativity and sophistication and includes clear introduction. * Presence of relevant, well-defined and authoritative claim or clear statement of the issues. * Answers questions posed clearly and thoroughly. * Demonstrates application of appropriate concepts. * Use of appropriate sources (textbook, articles, other sources) to support recommendations. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x50%= \_\_\_\_\_** |
| **Organization**   * Creative, sophisticated, cohesive organization. * Addresses well-defined audience. * Transitions are used to bridge ideas together. * Refined style appropriate to the assignment. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/8x25%=\_\_\_\_\_** |
| Mechanics  * Evidence of comprehensive proofreading; writing is free of spelling and grammar errors. * Proper sentence structure and word choice. * Citations and reference list properly cited using APA format. * Follows institutional rules for access and use of information resources; demonstrates understanding of plagiarism. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/8x25%=\_\_\_\_\_** |
| **Total** | **\_\_\_\_\_/100** |

**Presentation Rubric: Community Organization Project**

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| --- | --- |
| **Criteria** | **rating** |
| **Organization**   * Identifies self (and team). * Purpose and outline of what to be presented is clearly previewed in intro. * Transitions between sections signaled. * Conclusion is distinct and effective. * Presentation is cohesive among presenters. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x20%=\_\_\_\_\_** |
| **Content of Presentation**   * Presents effective executive summary. * Identifies the key issues in for the project. * Develops recommendations based on the issues identified and next steps * Supports recommendations including application of course concepts. * Demonstrates issues researched and includes supporting references. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x45%=\_\_\_\_\_** |
| **PowerPoint or Prezi Slides**   * No errors in spelling or grammar. * Effectively support and reinforce the oral presentation * Makes effective use of font, color, graphics, effects. * Well organized. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/8x10%=\_\_\_\_\_** |
| **Delivery**   * Presenters’ attire is business casual or better. * Comes across as a well-rehearsed, coordinated team effort. * Presenters speak extemporaneously (using notecards but not reading). * Presenters have effective style, which engages audience * Presenters handle questions thoughtfully, candidly, and assertively. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x25%=\_\_\_\_\_** |
| **Total** | **\_\_\_\_\_\_/100** |

**Career Management Activities (50%):**

**Career Planning Portfolio Project:** Using the approach presented in “Career Development and Planning” text and the CASVE model for career decision-making (communication, analysis, synthesis, valuing, execution) you will present a written plan (6-8 pages) compiling what you have learned about yourself and the academic and career options available to you. The Project Rubric (below) outlines how your plan will be evaluated. This is worth 20% of your final grade.

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**Project Rubric (CASVE): Career Planning**

**Rating Scale**

2 = Completely met, or exceeded, the requirement and did an extraordinary job!

1.5 = Met most, to all, of the requirement.

1 = Met some of the requirement.

0.5 = Met very little, if any, of the requirement.

0 = Clearly does not meet any of the requirement.

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| --- | --- |
| **Criteria** | **rating** |
| **Content**   * Demonstrates understanding of the CASVE cycle. * Applies CASVE to student’s situation and includes comparison to career statement beginning of semester. * Narrative highlights use of class activities/ discussion, career center and other resources. * Addresses stimulus questions posed clearly and thoroughly. * Demonstrates integration of the course content. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x50%= \_\_\_\_\_** |
| **Organization**   * Clearly stated introduction. * Creative, sophisticated, cohesive organization, using CASVE headings. * Transitions are used to bridge ideas together. * Concludes effectively. | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/8x30%=\_\_\_\_\_** |
| Mechanics  * Evidence of comprehensive proofreading; writing is free of spelling and grammar errors. * Proper sentence structure and word choice. * Appropriate length * Citations and reference list properly cited using APA format. * Follows institutional rules for access and use of information resources; demonstrates understanding of plagiarism | 2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  2 1.5 1 0.5 0  **\_\_\_\_\_/10x20%=\_\_\_\_\_** |
| **Total** | **\_\_\_\_\_/100** |

**Career Portfolio Developmental Assignments:** The portfolio represents a variety of developmental assignments designed to help you explore your strengths and interests, develop your career network, and to learn more about your chosen career field. You are enhancing your career tool kit. Details on each part of the portfolio assignment will be disclosed in a separate instruction sheet. The total of the portfolio assignments are worth 30% of your final grade. See the Portfolio Rubric (below) for information on grading each section:

* Posting your **resume** as introduction, connecting with classmates and career statement
* **Self-Directed Search** and Career Development **Chapter summaries**/ assignments
* Establishing and building a profile for **LinkedIn**, writing your summary and making connections
* **Big Interview** practice <https://umassd.biginterview.com/register>
* **Networking event**: Attending one of the Alumni sessions offered by Charlton College of Business or other approved event to meet new people and build your network.

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**Portfolio Assignments Rubric**

**This is a combination of five (5) activities to build your Career Tool Kit.**

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| **Assignment** | **rating** |
| **Career Chapter Summaries, Blogs**   * Ch 2 Self Directed Search Summary * Ch 3 Summary * Ch 4 Summary * Ch 5 Summary * Ch 14 Summary | 10 5 0  10 5 0  10 5 0  10 5 0  10 5 0  **\_\_\_\_\_/50x20%=\_\_\_\_\_** |
| **LinkedIn**   * Set up LinkedIn account/ establish connections\* * Create summary in LinkedIn profile, incl Prof | 10 5 0  10 5 0  **\_\_\_\_\_/20x20%=\_\_\_\_\_** |
| **Resume and Career Plan Intro**   * Post Resume for Introductions * Intro statement about career plan and course expectations | 10 5 0  10 5 0  **\_\_\_\_\_/20x20%=\_\_\_\_\_** |
| **The Big Interview**   * Review a minimum of two (2) of the videos on  Big Interview link and post discussion * Conduct a mock interview based on your career plans; give feedback and self-critique | 10 5 0  10 5 0  **\_\_\_\_\_/20x20%=\_\_\_\_\_** |
| **Networking Session Blog**   * Attend networking session. * Summarize purpose of session, people met, connection(s) made and any follow-up scheduled. | 10 5 0  10 5 0  **\_\_\_\_\_/20x20%=\_\_\_\_\_** |
|  |  |
| **Total** | **\_\_\_\_\_\_/100** |

**Outcome Map**

**(MGT 401: Applied Organizational Development and Career Management)**

**5A Capstone for Major in Management (Organizational Leadership Option)**

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| **Univ St Learning Outcome** | **Teaching and Learning Activities** | **Student Work Products** |
| 1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged). | Term-long Community Organization Project. *Projects focus on topics related to human resource management, organizational development, and leadership.* | Community Organization Project (team output), plus  Reflection on Learning Experience (individual output) |
| 2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum. | Term-long Community Organization Project  Case discussions with reflections; prompts may reflect major U. Studies themes as visible in particular cases. | Project Report requirement to *“Discuss how you drew on learnings from previous coursework, both within CCB and other classes at the University.”* (See page 3)  In-class student reflections |
| 3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing. | Term-long Community Organization Project brings in and uses both primary and secondary data | Review section, discussion, and bibliography of Community Organization Project |
| 4. Communicate effectively, both orally and in writing, the results of the project or experience. | Write and present about the Community Organization Project | Written report and oral presentation  *(Rubrics for both are shown on pages 3 & 4)* |

**Sample Course Outline:**

**MGT= Organizational Management**

**CD= Career Development text (Your career management)**

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| **Topics** | **Week** | **Class Agenda** |
| ***Two Sides of the Fence: Career and Organization*** | Week 1 | * Intro and Course Overview: Icebreaking Activity * Career Development (CD) Chapter 1: Intro to Career Development * What are the Functions of Management?   *\**Intro: Post your intro, resume, career goals (Portfolio)  \*Read Ch 2 Career Development  \*MGT Read Planning and Organizing/ Quinn PDF |
| ***Building Blocks*** | Week 2 | * Functions of management: Planning and Organizing * Career Development (CD) Chapter 2 Knowing myself Introduce Self Directed Search tool * Organizational Etiquette   \*CD Chapter 3 Summary Due  \* MGT Read Leading and Controlling/ Quinn PDF |
| Week 3 | * Functions of management: Leading and Controlling * CD Chapter 3 Knowing about my options * Introduction to Community Organizations/ Schedule Mtgs   *\**CD Complete Self-Directed Search/ Disc. due  \* CD Chapter 4 Summary Due |
| Week 4 | **NO Class Tues Feb 16; follow Monday schedule**   * Self-Directed Search Discussion * CD Chapter 4 Career Decision Making * Project meetings this week (Einstein, Pacheco)   \*Guest prep T White, LinkedIn and Social Media |
| ***Career Tools: Social Networking***  ***Distinguished Guests*** | Week 5 | * **Guest Speaker**: Tricia White, LinkedIn and  Social Media Networking * Team meetings   \*CD Chapter 5 Summary Due  \*CD Identify Networking event to attend  \*MGT Read “The Manager’s Job: Folklore and Fact”  Mintzberg (1975). Quiz in class based on the reading. |
| ***Career and Organizational Planning*** | Week 6 | * CD Chapter 5: Thinking about my Career decisions:  Review of CASVE model; CASVE Career Plan overview * Discuss Mintzberg article, quiz * Organization Meetings with teams   \*MGT Ch 8: Organizational Culture Assignment due  \*CD LinkedIn Assignment Due |

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| ***Exploring Organizational Culture*** | Week 7 | * CD Chapter 8: Organizational Culture and Effective Work * Discuss Org Culture of Community Organizations   \* Guest prep; M. Coury   * CD Chapter 11&13: Launching an Employment Campaign; Interpersonal Communications (overview Ch 12: Written Comm) |
|  | Week 8 | **Spring Break** |
| ***Career Tools: Interviewing and Negotiating***  ***Distinguished Guests***  ***Project Work*** | Week 9 | * **Guest Speaker TBA**   \*CD Chapter 14 Summary Due  \*CD Big Interview Due |
| Week 10 | * CD Chapter 14: Negotiating * Team meetings, progress reports due |
| Week 11 | \*CD Networking session assignment due  \*Career (CASVE) Plan due |
| Week 12 | * Group Exercise: Tinkering with Management Functions * Debrief Exercise * Team meetings, progress reports due |
| ***Project Preparation*** | Week 13 | \*Team Presentations due  \*Project Reflection assignment due |
| ***Project Presentations and De-brief*** | Week 14-15 | Community Project presentations  Debrief and feedback |