2018 Program Review

9/14/18

Leadership and Project Management Minor
Leadership and Supervision Certificate

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Minor/Certificate Name and History

The Leadership and Project Management (LPM) Minor was created in 2011. The Leadership and Supervision (LS) Certificate (formerly known as the Supervision Certificate) was created in the late 1990s.

The LPM minor integrates multiple disciplinary topics to form an effective project management and modern leadership curriculum. The Leadership part of the minor allows students the opportunity to gain the skills necessary to lead and manage real world continuous improvement projects. They learn how to create customer value and continuous improvement through development of cost-effective, creative solutions in complex work environments. The Project Management part of the minor focuses on how individuals can effectively mitigate risk with respect to time, scheduling and effectively communicating the implementation of organization projects. Students increase their conceptual understanding of the subjects by applying a practical, action learning approach. Minor graduates are able to differentiate themselves in a market of skilled professionals.

The LS certificate is designed to educate students on effective strategies and tools for managing real-world issues. Students will encounter challenges generated in a variety of work environments. Diverse organizational situations will be used when applying theory to specific situations. Creativity, critical thinking, problem solving and collaboration skills will be utilized to ensure that objectives are efficiently, effectively and ethically achieved. A practical, action learning approach is incorporated to further professional development.

Program Mission

FSU, COB and Minor/Certificate Mission Statements and Application

The mission of Ferris State University (FSU) is to "prepare(s) students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society. "(Ferris State University, 2018). FSU's College of Business (COB) has further refined its mission as: "We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students will take pride in their developed competencies and the distinctiveness of the College's programs. We will be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning." (FSU, College of Business, 2018).

The LPM Minor and LS Certificate objectives clearly align with FSU and COB's mission and the goal of stimulating student centered learning environments by applying classroom theory to practice.

Program Goals

Program Goals and Implementation

The LPM Minor and LS Certificate goals support the mission and vision of Ferris State University and College of Business. While the LPM Minor and LS Certificate curriculum has experienced some curricular changes to support industry demand, the overall goals, have remained unchanged within the last five years. The overall respective goals have been integrated into the program's outcome assessment. TracDat, an objective measurement system, is used in evaluating and improving the LPM Minor and LS Certificate. The six LPM Minor goals and their respective measurement tools are listed below:

1. *Expected Outcome/Goal 1:* Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved.
   External Validation: TracDat Outcomes Assessment (see Chapter 5).

2. *Expected Outcome/Goal 2:* Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions.
   External Validation: TracDat Outcomes Assessment (see Chapter 5).

3. *Expected Outcome/Goal 3:* Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting).
   External Validation: TracDat Outcomes Assessment (see Chapter 5).

4. *Expected Outcome/Goal 4:* Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations.
   External Validation: TracDat Outcomes Assessment (see Chapter 5).

5. *Expected Outcome/Goal 5:* Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies.
   External Validation: TracDat Outcomes Assessment (see Chapter 5).

6. *Expected Outcome/Goal 6:* Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Repor*ts*
External Validation: TracDat Outcomes Assessment (see Chapter 5).

The four LS Certificate goals and their respective measurement tools are listed below:

1. *Expected Outcome/Goal 1:* Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved.
External Validation: TracDat Outcomes Assessment (see Chapter 5).

2. *Expected Outcome/Goal 2:* Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting).
External Validation: TracDat Outcomes Assessment (see Chapter 5).

3. *Expected Outcome/Goal 3:* Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner.
External Validation: TracDat Outcomes Assessment (see Chapter 5).

4. *Expected Outcome/Goal 4:* Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team.
External Validation: TracDat Outcomes Assessment (see Chapter 5).

Changes made to the LPM Minor and LS Certificate goals reflect recommendations received from faculty and students. Student-centered learning techniques and course access/applicability, for the respective Minor and Certificate, are the focus when developing the curriculum changes. The main LPM Minor and LS Certificate goals were achieved through evaluating the success of outcome assessment accomplishment.

Curriculum

The LPM minor as well as the LS Certificate check sheets are available through the FSU Checksheet Repository using the following links:

LPM Minor: https://wwws.ferris.edu/checksheets/checksheets/BU/LPMM/MNR/LPMM_MNR_BU_2018-2019.pdf

LS Certificate: https://wwws.ferris.edu/checksheets/checksheets/BU/LDSP/CERT/LDSP_CERT_BU_2018-2019.pdf

The syllabi for the 12 courses related to the LPM Minor and LS Certificate are included in Appendix A of the APR.

The LPM Minor and LS Certificate are evaluated on a semi-annual basis, via discussions with the faculty and the TracDat system. This ensures that the core courses taught are of high quality, delivered consistently and are relevant to the industry standards.

Experiential education is encouraged in both the LPM and LS courses. Specifically, in the lean courses – MGMT 412 (included in LS) and MGMT 492 (included in LPM and LS) - students have the opportunity to gain first-hand knowledge and experience in operations and supply management area by working on projects that have been sponsored by businesses and organizations located throughout the West Michigan region (e.g., Haworth, Spectrum, Gentex and Yangfeng Automotive). The students analyze a process/situation, propose/implement solutions, and report the implementation findings/results via a formal presentation with our industry partners.   The following links from the COB website provide more information about these first-hand experiences: http://ferris.edu/business/osm-project-spring17/ and http://ferris.edu/business/management-students-partner-with-haworth-corporation/.   The class projects allow students to apply the knowledge and skills studied in the classroom to practice thereby fortifying their overall learning experience. OSM students critically analyze and problem solve, real life, OSM problems within an organization through the OSM curriculum.

Some of the interested students, enrolled in the LPM minor, participated in the Western Michigan Project Management Institute's THEProject annual collegiate project management competition during 2014 and 2015. THEProject allows college students the opportunity to participate in project management activities thereby developing their competencies and presentation skills.   The following link from the COB website provide more information about the 2014 team's experience: http://ferris.edu/business/pmi-team-advances-to-competition-finals/.   A project management faculty member plans to assemble and work with a team for the 2019 THEProject competition.

The LPM Minor and LS Certificate requirements are communicated to potential students through campus visits or through announcements in the related Minor/Certificate courses. For example, many students are signed up for a few classes that the certificate or minor requires but they have not officially declared the Minor or Certificate. They are encouraged to declare the LPM Minor/LS Certificate to ensure that the academic credential is included upon graduation.

Current LPM Minor and LS Certificate students are informed of program requirements through their semi-annual advising appointments and as-needed meetings with their advisors.   The LPM Minor and LS Certificate requirements, located in the MyDegree system, allows students to easily see where they are with respect to accomplishing the requirements.

The LPM Minor and LS Certificate content revisions have been guided by the industry requirements and administrative faculty scheduling. Additional program content changes reflect the increased expectation by employers to hire students that can compete in a global workforce. Employers are demanding and actively

seeking out students who possess the attributes and characteristics indicative of a highly skilled and knowledgeable workforce.   In response to the changing industry trends, along with faculty input, the LPM and LS curriculum underwent two main changes since 2013/14. This ensured that the students would be receiving education that is relevant and pertinent in preparing them for the workplace.

LPM Minor Curriculum Changes

The main 2014 (effective Fall 2014) curriculum changes focused on officially adding the PROJ 351 course (Project Communication) and deleting the PROJ 420 course (Managing Procurement).   Prior to this proposal, the minor was comprised of seven courses. The PROJ 351 was required for the PROJ 420 course, but was not officially identified as a course on the check sheet.

The PROJ 420 course was deleted from the minor for two reasons.   The first reason was because we wanted the minor to stay at 18 credits versus 21 credits. The 18 credit minor is more attractive to students within and outside the College of Business. The second reason was because the students would not be able to quickly apply what they learned in PROJ 420 to prepare for the Project Management Professional (PMP) exam. The PROJ 420 course was originally designed to prepare students to take the PMP exam. However, the PMP exam application requires applicants to possess a significant amount of experience (4,500 hours leading and directing projects – approximately 2 years). We believed that too much time would have elapsed between taking the PROJ 420 course and taking the PMP certificate for it to be viewed as valuable from the student's perspective.

Additional administrative changes included incorporating how the course offerings and prerequisites were stated in the catalog descriptions. The catalog indicated that both classes are offered during Fall and Spring semesters. Due to resource constraints, the PROJ 350 course would be offered during Fall semester and the PROJ 351 course be offered during Spring semester. The PROJ 350 course was added as another prerequisite was added for PROJ 351 course.

LS Certificate Curriculum Changes

In 2014, a curriculum proposal (effective Fall 2014) included adding the MGMT 412 (Lean Culture and Skills Development) course as a course option that students can take to fulfill the Leadership & Supervision Certificate requirements. The course involves areas that most leaders and managers are concerned with: training and how to create a culture that sustains optimal performance. A variety of topics from developing a work standard (that can be used for future employee training), to developing employee training plans to how to productively handle interpersonal/employee issues/situations that can prevent work from being accomplished are included in the course.

The MGMT 412 current course catalog description was included in the proposal: *T*he course will concentrate on the leadership, management and employee behaviors as well as capabilities required to implement a lean culture and sustain optimal organizational performance. Areas of concentration include evaluating an organization's current leadership and management techniques, applying the Training within Industry method (identifying employee's development needs, creating appropriate organization training

plans, and developing an internal coaching/mentor program) and how the continuous learning/improvement culture enhances organizational growth, innovation, profitability and process excellence.

The LPM Minor and LS Certificate faculty are not evaluating any future curricular changes at this time. However, we will continue reviewing the minor and certificate annually to ensure that our students are well prepared with the proper education and skill sets for the workplace.

Table 4-1 describes the curriculum changes that have occurred in the program during this 2013/14-2017/18 academic years.

Table 4-1. LPM Minor and LS Certificate Curriculum Changes from 2013 to 2018

UCC #	When Effective	What
14-095	Fall 2014	(1) Officially added the PROJ 351 course (Project Communication) and deleted the PROJ 420 course (Managing Procurement). Prior to this proposal, the minor was comprised of seven courses. The PROJ 351 was required for the PROJ 420 course, but was not officially identified as a course on the check sheet. (2) Additional administrative changes included incorporating how the course offerings and prerequisites were stated in the catalog descriptions.
14-096	Fall 2014	(1) Add the MGMT 412 (Lean Culture and Skills Development) course as a course option that students can take to fulfill the Leadership & Supervision Certificate requirements.

Assessment of Student Learning

Minor and Certificate Student Learning Outcomes

The LPM Minor and LS Certificate student learning outcomes were developed by the LPM and LS faculty. They are evaluated semi-annually and reviewed annually for continuous improvement thereby, ensuring high quality course delivery to the students. LPM Minor and LS Certificate graduates should be proficient and exhibit a high level of accomplishment with respect to the following areas. The LPM Minor graduate should be able to:

1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved.
   a. This skill is evaluated and assessed in the MGMT 305 course through a community service presentation, IDP, and peer review.

Community Service Presentation: Each student volunteers work a minimum of 5 hours at a community partner within the Big Rapids area, hometown, etc. A form signed by the project sponsor (member of the community service organization) acknowledging the volunteering experience. The student is a part of a five person team so, the team contributes a minimum of 25 hours to the community. During the presentation the team identifies where and when they volunteered and why they chose the organization. The students also identify three that arose during the volunteering experience that prevented good leadership. They also are tasked with sharing nine leadership techniques (3 techniques for each problem) they each used to solve the problems. The benefits/drawbacks resulting from each of the nine leadership techniques are also communicated in the presentation. Finally, each team member provides two personal/professional insights that s/he gained from the experience.

Individual Development Plan (IDP): Students use a self-assessment tool to evaluate their current leadership skills. Additionally, they identify three leadership skill set areas that they believe need continuous improvement. They develop a plan on why they need the skill set, how they will work on the three aforementioned areas during the semester and who will be involved in the plan. An IDP 5-7 page report is written and submitted by each student , at the end of the semester, documenting what they did to improve their skills in the areas, how it was accomplished/not accomplished, who was involved, changes to the plan, what they need to still work on and what they learned about themselves from the process.

Team Evaluation: The team evaluation is comprised of 13 questions that each team member completes for themselves and their teammates at the end of the semester. The evaluation is completed based on how each individual team member performed (fulfilled his/her commitments, quality of product that they provided, interpersonal skills, etc.) on the case analysis and final industry project.

2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions.
   a. This area is evaluated in the classroom and assessed through the following MGMT 350 course assignments: Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation.

3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting).
   a. The student's exhibit this ability through the completing the final industry project paper requirements for the MGMT 492 course.

Paper: The paper is a comprehensive document that reflects the work that was completed throughout the semester on a specific project selected by our industry partners. See Chapter 4 experiential learning examples completed with our industry partners for more information. Specifically, students identify system/process constraints and the source of those constraints after visiting the industry partner's site. The paper also identifies the develop value stream maps along with the proposed future state map, takt time and number of workers required for the process. Students propose lean and leadership techniques to solve those constraints along with the benefits and drawbacks of the proposed techniques, they implement the lean tools/techniques (if allowed by the sponsoring industry partner) in the paper. The last part of the paper includes a financial analysis, with respect to a Return on Investment and Payback Period, and final recommendations on how the industry partner should proceed with the proposed/implemented suggestions.

4.   Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations.
    a. This area is evaluated in the classroom and assessed through the PROJ 320 course case study assignment.

5.   Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies.
    a. This area is evaluated in the classroom and assessed through the PROJ 350 course Microsoft Project Plan assignment.

6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Repor*ts*
    a. This area is evaluated in the classroom and assessed through the PROJ 351 Kick off meeting Skype Presentation.

The four LS Certificate goals and their respective measurement tools are listed below:

1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved.
    a. This skill is evaluated and assessed in the MGMT 305 course through a community service presentation, IDP, and peer review.
        Community Service Presentation: Each student volunteers work a minimum of 5 hours at a community partner within the Big Rapids area, hometown, etc. A form signed by the project sponsor (member of the community service organization) acknowledging the volunteering experience. The student is a part of a five person team so, the team contributes a minimum of

25 hours to the community. During the presentation the team identifies where and when they volunteered and why they chose the organization. The students also identify three that arose during the volunteering experience that prevented good leadership. They also are tasked with sharing nine leadership techniques (3 techniques for each problem) they each used to solve the problems. The benefits/drawbacks resulting from each of the nine leadership techniques are also communicated in the presentation. Finally, each team member provides two personal/professional insights that s/he gained from the experience.

Individual Development Plan (IDP): Students use a self-assessment tool to evaluate their current leadership skills. Additionally, they identify three leadership skill set areas that they believe need continuous improvement. They develop a plan on why they need the skill set, how they will work on the three aforementioned areas during the semester and who will be involved in the plan. An IDP 5-7 page report is written and submitted by each student, at the end of the semester, documenting what they did to improve their skills in the areas, how it was accomplished/not accomplished, who was involved, changes to the plan, what they need to still work on and what they learned about themselves from the process.

Team Evaluation: The team evaluation is comprised of 13 questions that each team member completes for themselves and their teammates at the end of the semester. The evaluation is completed based on how each individual team member performed (fulfilled his/her commitments, quality of product that they provided, interpersonal skills, etc.) on the case analysis and final industry project

2. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting).
   a. The student's exhibit this ability through the completing the final industry project paper requirements for the MGMT 492 course.

   Paper: The paper is a comprehensive document that reflects the work that was completed throughout the semester on a specific project selected by our industry partners. See Chapter 4 experiential learning examples completed with our industry partners for more information. Specifically, students identify system/process constraints and the source of those constraints after visiting the industry partner's site. The paper also identifies the develop value stream maps along with the proposed future state map, takt time and number of workers required for the process. Students propose lean and leadership techniques to solve those constraints along with the benefits and drawbacks of the proposed techniques, they implement the lean tools/techniques (if allowed by the sponsoring industry partner) in the paper. The last part of the paper includes a financial analysis, with respect to a Return on Investment and Payback Period, and final recommendations on how the industry partner should proceed with the proposed/implemented suggestions.

3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner.

    a. This skill is evaluated and assessed in the MGMT 412 course through a project presentation and Discussion Questions. Students demonstrate their verbal communications competence through their final industry project presentations to the industry partners. Industry partners sponsor the project that the students work on and complete during the semester - see Chapter 4 experiential learning examples completed with our industry partners for more information. **Presentations:** During the presentation, student teams identify the current situation of three areas with respect to the Training Within Industry (TWI) J-programs (e.g., job instruction, job methods, job safety, program development, and job relations) at the industry partner's site. The students present how those three areas can be improved (or implemented for the first time if the process does not include the tool) using continuous improvement methods. The presentation also includes an assessment of how the industry partner's leadership and management techniques support a lean environment for sustaining optimal employee and operational performance using the Hoshin Kanri system. The student teams also share their evaluation of how the organization is using a "lean focused" personnel capability and core competency evaluation to assist in achieving the strategic priorities for the organization's recruiting, training and performance management system. The last part of the presentation includes a financial analysis, with respect to a Return on Investment and Payback Period, and final recommendations on how the industry partner can sustain the proposed/implemented suggestions.

    Discussion Questions: Students exhibit their written proficiencies through effectively articulating their thoughts through written word in response to "theory-to-practice type" discussion questions throughout the semester.

4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team.

    a. This area is evaluated in the classroom and assessed through the MGMT 370 and MGMT 402 quantitative assignment.

The LPM minor and LS certificate student learning outcome data is collected every semester from the LPM and LS faculty. The information is compiled, reviewed and shared with the faculty for continuous improvement opportunities. The information for the LS Certificate is sent to the Management Department's TracDat coordinator. The TracDat coordinator enters the information into the TracDat system This process ensures that the outcomes are evaluated and monitored and changes to the outcomes are made as needed.

Appendix B contains the 2013/14 -2017/18 TracDat information for the LPM Minor outcomes. Appendix C includes the 2013/14 -2017/18 TracDat information for the LS Certificate outcomes. As stated earlier, the data is reviewed regularly during each academic year. The ability to evaluate actual outcomes with respect to anticipated results allows the faculty to focus on the teaching approaches that work well for the courses

and change other methods accordingly to ensure that the course content is taught in an understandable method to the students. These actions are noted in the TracDat information area for each course in the Comments and Action areas.

The success with achieving our learning outcomes means that the students are being educated well and are prepared for the workplace.   The LPM and LS faculty and Management department staff continue to spread the good word (e.g., acquired skills) about the value of possessing a LPM Minor and LS Certificate through various initiatives (classroom, advising, DAWG Days, Orientation, and COB website).

Program Profile

We were able to provide LPM Minor and LS Certificate information with respect to enrollment and graduation rates for this section. However, the majority of the questions related to productivity, program cost, etc. were included in the Business Administration Program information.

The following section describes the enrollment and graduates for the LPM Minor as well as the LS Certificate. The information was based upon official data obtained through Web Focus reports and reported by the Office of Institutional Research and Testing. There are some differences in the figures/data collected through the sources. The Web Focus reports reflect more accurately the current Minor and Certificate situation with respect to enrollment and graduation rates. Advisors are observing similar figures that were included in the Web Focus Reports for the LPM Minor and LS Certificate.   The data Enrollment and Graduation data is included for the 2013-14 through 2017-18 time period.

Enrollment and Graduation
Enrollment

The enrollment and graduation metrics provide information related to student interest in the LPM Minor and LS Certificate as well as the minor and certificate's potential future growth. The following enrollment and graduation rates were measured using the two metrics below:
1) # of students enrolled in the LPM Minor and LS Certificate
2) # of students who graduate with the LPM Minor and LS Certificate

Table 6-1 shows the enrollment figures from the FSU Factbook for the LPM Minor and LS Certificate.
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Table 6-1. FSU Factbook LPM Minor and LS Certificate Enrollment Figures

Enrollment - FSU Factbook					
	2013-14	2014-15	2015-16	2016-17	2017-18
Leadership and Project Management Minor	0	0	0	0	0
Leadership and Supervision Certificate	0	1	3	1	0
Totals	0	1	3	1	0

According to the FSU Factbook information, it appears that there is little to no student interest in either the LPM minor or LS Certificate. However, the Web Focus reports reveal different information that is more reflective and accurate of the current LPM Minor and LS Certificate Enrollment situation. Table 6-2 illustrates the enrollment figures using the Web Focus reports. Figure 6-1 provides a visual display of the LPM Minor and LS Certificate enrollment.

Table 6-2. Web Focus Report LPM Minor and LS Certificate Enrollment Figures

Enrollment - Web Focus Report					
	2013-14	2014-15	2015-16	2016-17	2017-18
Leadership and Project Management Minor	8	20	25	31	35
Leadership and Supervision Certificate	105	119	106	73	59
Totals	113	139	131	104	94

Figure 6-1. Web Focus Report LPM Minor and LS Certificate Enrollment Trends
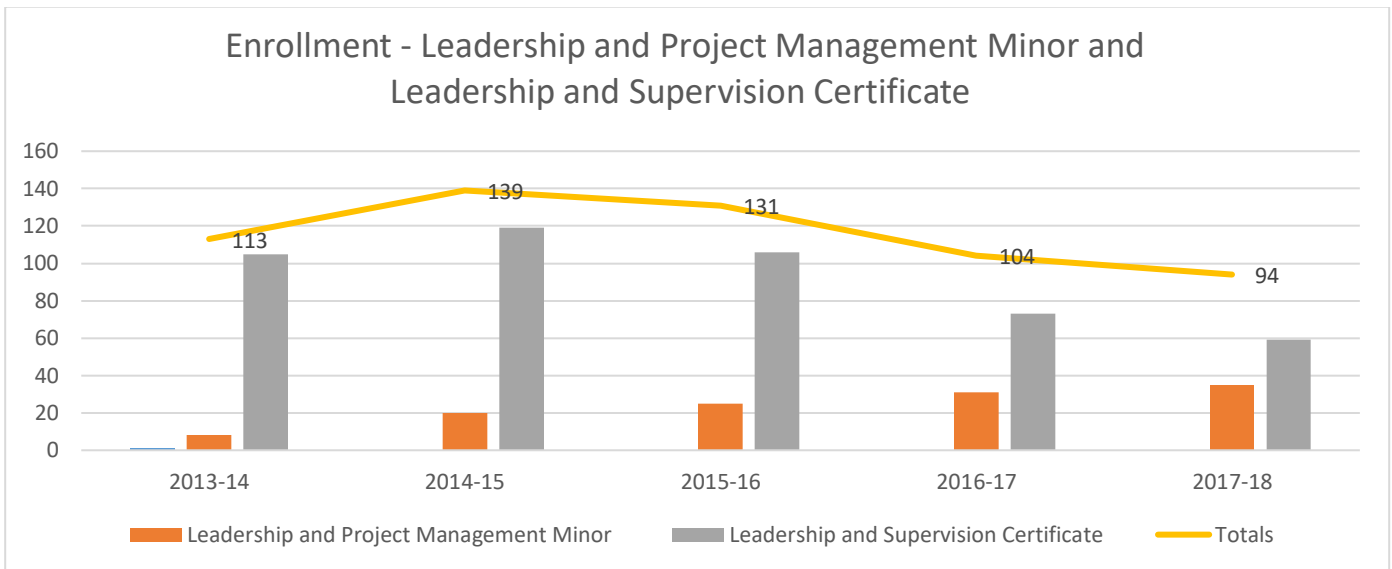
The data shows that the LPM minor enrollment increased by 27 students or 338% during the 2013-14 to 2017-18 period. This increase can be attributed to the universal appeal that the LPM minor possesses and good student advising. Students majoring in COB, COT (Welding, Manufacturing, HVAC, etc.), COHP,

and Integrative Studies programs add the minor to their academics as a way to set themselves apart with distinctive skill sets as well as complement their academic credentials upon graduation.

The LS Certificate enrollment figures reveal a decrease in 46 students or 78% during the 2013-14 to 2017-18 period. We believe the decrease is related to an administrative change that was directed and implemented by LS faculty. Also, we think that the decrease can be related to advisors recommending a minor instead of a certificate to students.

Historically, the majority of the LS Certificate students signed up to pursue the certificate, through the Grand Rapids FSU location. In the 2016/17, it was discovered that three of the four classes, required for the LS Certificate, directly transferred from GRCC. Specifically, one of the required LS Certificate courses, MGMT 305, was negotiated as a 100 level GRCC Leadership course as part of the FSU/GRCC transfer equivalent agreement. The LS faculty believed that a student should enroll and successfully complete at least two courses with FSU if FSU was awarding the LS Certificate. As such, two changes are now effective. The MGMT 305 is no longer stated as a GRCC 100 leadership course equivalent. Students enrolled in the LS certificate are required to take two required FSU courses – MGMT 305 and MGMT 492. Students still have the opportunity to transfer in two courses completed at GRCC, using the existing transfer equivalent guide, to fulfill the LS certificate requirements.

We observe more off-campus students expressing interest and subsequently enrolling in the LS certificate. The LS certificate provides a niche for individuals who not only want to complement their current academic pursuits, but also those industry professionals who are seeking education through professional development opportunities. Continual interest is anticipated in the LPM minor and LS Certificate due to industry demand and through effective off-campus and on-campus student advising.

Graduation Rates

Table 6-3 and Table 6-4 shows the enrollment figures from the FSU Factbook and Web Focus Reports for the LPM Minor and LS Certificate, respectively.

Table 6-3. FSU Factbook LPM Minor and LS Certificate Graduation Figures

Graduation Rates - FSU Factbook					
	2013-14	2014-15	2015-16	2016-17	2017-18
Leadership and Project Management Minor	0	0	0	0	0
Leadership and Supervision Certificate	11	19	35	38	10
Totals	11	19	35	38	10

Table 6-4. Web Focus Report LPM Minor and LS Certificate Graduation Figures

Graduation Rates - Web Focus Report					
	2013-14	2014-15	2015-16	2016-17	2017-18
Leadership and Project Management Minor	1	0	3	8	7
Leadership and Supervision Certificate	14	22	36	42	21
Totals	15	22	39	50	28

The FSU Factbook does not have records of students graduating with a LPM Minor, but the Web Focus Reports reveal an increase in LPM Minor graduates over the five year 2013/14-2017/18 period. Similarly, the LS Certificate graduate figures, provided in the FSU Factbook, are much lower than graduate figures that the Web Focus Report contains.   Figure 6-2 provides a visual display of the LPM Minor and LS Certificate graduates.

Figure 6-2. Web Focus Report LPM Minor and LS Certificate Graduation Trends
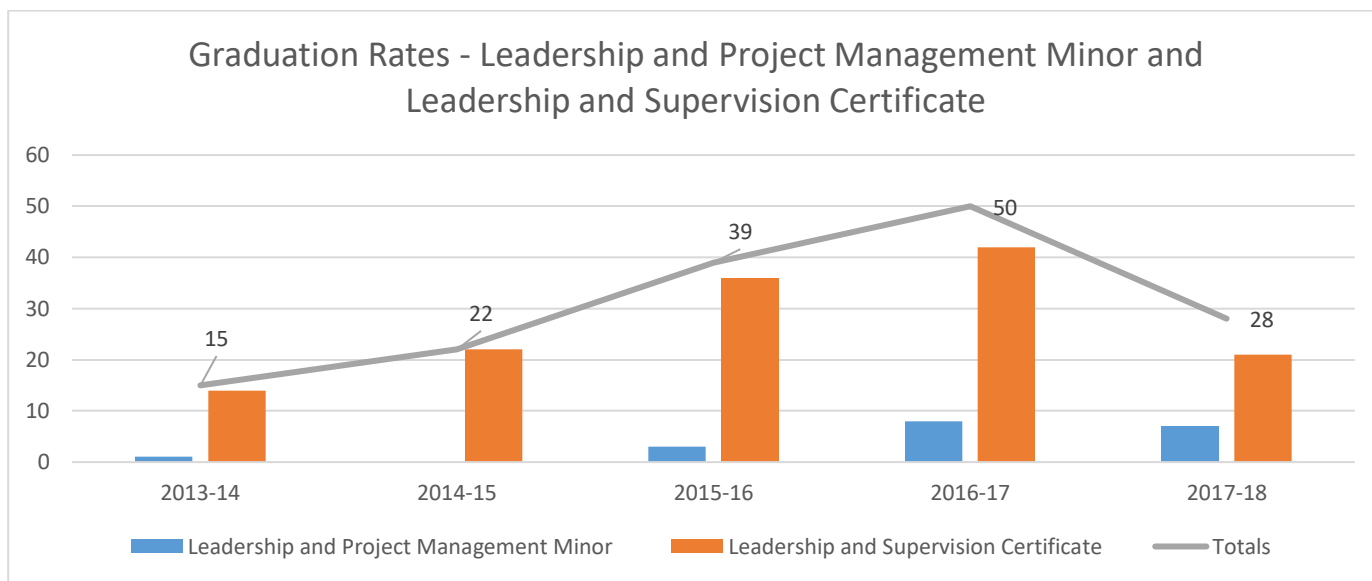
The data shows that the LPM minor graduates increased by 6 students or 600% during the 2013/14 to 2017/18 period. This information suggests there is a steady interest in the program. It further suggests that students are able to successfully fulfill the course requirements to graduate.

The overall LS Certificate graduate numbers support a healthy 50% increase or 7 additional students graduating with the certificate during the 2013/14-2017/18 timeframe. The graduate number peaked in 2016-17, but then declined during 2017-18. We believe that this decrease can be attributed to the administrative certificate change discussed in the Enrollment section.

State and National Examinations

There are no state and national examinations for the LPM minor or LS Certificate.

Program Value beyond Enrollment Numbers

LPM Minor students have the opportunity to take the Certified Associate Project Management (CAPM) certificate after they successfully complete the PROJ 320 course. The CAPM is sponsored by the Project Management Institute (PMI). The following website contains more information about the CAPM: (http://www.pmi.org/certification/certified-associate-project-management-capm.aspx). Obtaining a CAPM provides our students the opportunity to be competitive and more adaptable with respect to OSM job opportunities. In recent research published in the AACSB's BizEd Magazine, project management is listed as one of the top ten skills that employers want their employees to possess.

Minor and Certificate Flexibility and Access

The LPM Minor and LS Certificate courses are offered and delivered in face-to-face, mixed delivery and online formats to address student needs. The face-to-face classes are offered during the 9 a.m. – 4:15 p.m. Monday through Thursday in Big Rapids. The demand for weekend or evening courses is nonexistent at this time due to the availability of the online course offerings. The flexibility of the course offerings make it very feasible for students to add the LPM Minor and/or LS Certificate to their academic schedule.

Approximately, 85% of the LPM minor and LS Certificate courses (11 of the 13 combined) are offered during the summer for students. Students can declare the LPM Minor or the LS Certificate as early as their sophomore year without jeopardizing the four year degree to completion goal. The LPM or LS COB/faculty advisor discuss the LPM minor and LS Certificate requirements with the student at that time.

Faculty Composition and Engagement

The thirteen tenured and tenure track faculty members are active in many professional associations. The faculty members participate in a variety of conferences (presenter, track chair, etc.), lead as journal reviewers, and serve on the editorial board/boards of professional organizations. For a complete list of faculty activities, please refer to the vitae in Appendix D. The active faculty engagement is beneficial to students because it reflects that the LPM and LS faculty are current in the field. Another side benefit for students is that it assists with increasing the network potential they may be able to use when seeking internships and/or full time employment after graduation.

Organization

There are two tenured faculty, six tenure track faculty and one adjunct faculty who teach courses related to the LPM Minor. There are six tenured faculty, three tenure track faculty and three adjunct faculty who teach courses that support the LS certificate. The thirteen faculty members and adjunct faculty who support the aforementioned LPM Minor and LS Certificate are listed below with their rank and qualifications. The LPM abbreviation denotes the faculty member teaches in the LPM minor. The LS abbreviation denotes that the faculty member teaches courses related to the LPM certificate.

Tenured Program Faculty

Sharon Bell, M.S., (Professor, Management). MBA, Wright State University. Business Management. Courses taught at Ferris include: Applied Management and Human Resource Management. (*LS*)

Beverly DeMarr, Ph.D. (Professor, Management). PhD, Michigan State University. Organizational Behavior/Human Resource Management. Courses taught at Ferris include: Human Resource Management, Negotiations, and Compensation. (*LS*)

Lisa Eshbach, Ph.D. (Professor, Management). Ph.D., Wayne State University.
Industrial Engineering and Business Administration. Courses taught at Ferris include: Lean Service Enterprise and Leadership, Lean Culture and Skills Development, Lean Logistics and Supply Management, LPM, Advanced Management Cases and Problems, Business Ethics & Social Responsibility, International Business, Tools for Decision Making, Team Dynamics & Organizational Behavior, and Applied Management. (*LPM; LS*)

Anita Fagerman, Ph.D. (Professor, Management). Ph.D. Capella University. Organization and Management. Courses taught at Ferris include: Operations and Supply Management. Masters of Business Administration: Lean Enterprise Systems, Personal Skills Development, Intro Performance Metrics, Quality Improvement Principles-Appl., Strategic Planning Systems, Customer Systems, Process Management Systems, and Integrated Business Experience. (*LS*)

Steve Lyman, Ph.D. (Professor, Operations Management). Michigan State University, Ph.D., Production & Operations Management. Courses taught at Ferris include: Operations and Supply Management, Purchasing, Integrating Experience,   Ski Operations Management, Applied Management, Organizational Management, Quality-Operations Mgmt, Small Business Consulting,   Inventory & Materials Management, Adv Management Cases-Problems, Purchasing, and Supply Chain Management. (*LS*)

Carol Rewers, Ph.D. (Professor, Operations Management). Ph.D., Capella University College of Business. Organization and Management. Courses taught at Ferris include: Operations and Supply Management, Human Resource Management, Human Resource Management, Recruitment and Selection, and Management Internship. (*LS*)

Steenstra, David, PhD, (Professor, Management). Michigan State University. Higher Education.   Courses taught at Ferris include: Integrating Experience, Cross-Cultural Business, Global Business Management, Mgmt Metrics & Decision Making, and Business Ethics and Social Responsibility. *(LPM)*

Tenure-Track Faculty

Browers, Cathy, Ed.D, (Assistant Professor, Management). Central Michigan University. Educational Leadership. Courses taught at Ferris include: Mgmt. Metrics and Decision Making, Small Business Sys-Operations, Entrepreneurial Opportunities, Financial Management, Principles of Accounting, and Principles of Construction Accounting. *(LPM)*

Cooper, Molly.   Masters of Science (Assistant Professor, Information Systems). Ferris State University. Information Security and Intelligence. Pursuing a Ph.D. in Cyber Security/Information Assurance from Nova Southeastern University.   Courses taught at Ferris: Project Management Fundamentals. *(LPM)*

Emerick, Gerald,   Masters of Science. (Assistant Professor, Information Systems). Grand Valley State University. Computer Information Systems. Courses taught at Ferris include: Project Management Fundamentals. *(LPM)*

Schuiling, Steve, Master of Business Administration (Assistant Professor, Information Systems). Central Michigan University. Business Forecasting. Doctor of Business Administration, Capella University, Candidate (grad. 2020) Concentration: Information Technology Management Courses taught at Ferris include: Project Management Fundamentals, Project Scheduling, Project Communication, Link and Visual Analysis and Business Intelligence in Health Care. Masters: Project Management, Project Leadership, Project Risk and Quality Management, Project in Program and Project Management, Project in Incident Responses, Project in Business Intelligence, and Integrated Capstone Project. (*LPM*)

Short, Kasey, Ph.D. (Assistant Professor, Management). Benedictine University. Leadership. Courses taught at Ferris include: Integrating Experience, Applied Management, Business Ethics-Social Resp, and Adv Management Cases-Problems. (*LS*)

Sukup, Leslie, DBA (Assistant Professor, Management). Saint Leo University. Management. Courses taught at Ferris include: Integrating Experience, Team Dynamics - Org Behavior, Managerial Leadership, and Quality-Operations Mgmt. (*LPM; LS*)

Adjunct Faculty

Buszek, Thomas. Masters Business Administration. Indiana University. Courses taught at Ferris include: Human Resource Management. (*LS*)

Clark, Ken. Masters Science Administration, Central Michigan University. Courses taught at Ferris include: Lean Service Enterprise and Leadership and Advanced Management Cases-Problems. (*LPM; LS*)

Edwards, Terris.   Masters Business Administration, (Integrative Management), Michigan State University. Courses taught at Ferris include: Quality-Operations Mgmt. (*LS*)

Kerlin, Lori. Masters Business Administration. Central Michigan University. Doctor of Business Administration, California Coast University Candidate. Courses taught at Ferris include: Applied Management. (*LS*)

Pawloski, Thomas. Masters of Science, Engineering Management, Western Michigan University. Courses taught at Ferris include: Quality-Operations Mgmt. (*LS*)

Ruba, Amy. Masters of Business Administration.   Western Michigan University. Courses taught at Ferris include: Project Management Fundamentals, Project Scheduling and Project Communication. *(LPM)*

Schmitt, Mathias, Ph.D.. Ph.D. Virginia Polytechnic Institute and State University. Lean. Courses taught at Ferris include: Lean Service Enterprise and Leadership. *(LPM; LS)*

Slezak, Kayla, Ed.D.. Central Michigan University. Educational Leadership. Courses taught at Ferris include: Applied Management and Business Ethics-Social Resp . *(LS)*

The LPM and the LS faculty teach approximately 4-5 classes per semester in a combination of course delivery formats. Table 7.1 and Table 7.2 illustrates the teaching load and format for the faculty teaching courses in the LPM minor as well as the LPM certificate. The faculty are also teaching courses that support other programs in the COB.

Table 7.1: LPM Minor Faculty Average Semester load and Course Delivery Format

	Tenured/Tenure Track Faculty							Adjunct Faculty		
	Cathy Browers	Molly Cooper	Gerald Emerick	Lisa Eshbach	Steve Schuiling	David Steenstra	Leslie Sukup	Amy Ruba	Mathias Schmitt	Ken Clark
Number of Classes/Semester	4 classes	4 classes	4 classes	4-5 classes	4 classes	4 classes	4 classes	2-3 classes	1 class	1-2 Classes
Face-to-Face	3	3			1	2	4			1-2
Mixed Delivery				3						
100% Online	1	1	4	1-2	3	2		2-3	1	

The structure of the course assignment and semester load is efficient and effective for the students. The LPM courses are offered at least once every year. However, the majority of the management courses are offered every semester.   As indicated in Table 7-1, only 6 (16%), of the total 37 LPM course sections offered annually are taught by adjunct faculty.

Table 7.2: LPM Certificate Faculty Average Semester load and Course Delivery Format

	Sharon Bell	Bev DeMarr	Lisa Eshbach	Anita Fagerman	Steve Lyman	David Marion	Carol Rewers	Leslie Sukup	Kasey Short	Thomas Buszek	Lori Kerlin	Kayla Slezak	Mathias Schmitt	Ken Clark	Terris Edwards	Thomas Pawloski
Number of Classes/Semester	4 classes	4 classes	4-5 classes	4 classes	4 classes	4-5 classes	4 classes	4 classes	4 classes	1 class	1 class	4 classes	1 class	1-2 Classes	1 class	1 class
Face-to-Face	3				4			4	4	1	1	2		1-2	1	1
Mixed Delivery		1	3	1		3	3									
100% Online	1	3	1-2	3		1-2	1						1			

Curriculum Vitae, Service, Research, Continuing Education

The   faculty who support the LPM Minor and the LS Certificate have an extensive amount of work related and teaching experience.   They have approximately 186 years of work experience and 140 years of teaching experience combined. In addition to teaching a normal workload of 12 credits (four three-credit classes) per semester, the faculty actively conduct research, publish papers in both research journal and business magazines, maintain certifications and memberships, with multiple regional, national and international organizations, write grants, deliver presentations, and engage in consulting. The professional activities of the program faculty can be found in Appendix D.

Program Policies and Procedures

The LPM and LS faculty are encouraged to engage in research and service from colleagues, department chair and the dean. The results of these efforts are reflected in the LPM and LS faculty's Curriculum Vitae, Service, Research, Continuing Education section.   Tenured and tenure-track faculty have student advising duties every semester. They meet with students to discuss academic schedules, potential internships and general questions that the students may have regarding the discipline.

A terminal degree in a business/operations/strategy related field with 3-5 years industry experience is required for all new tenure-line faculty teaching in the LS certificate and LPM Minor. A Master's degree in an information systems related field is required for full-time temporary and adjunct faculty. Specialized certifications and experience implementing projects with project management and leadership skills is preferred. The average seniority amongst the LPM and LS faculty is approximately 9.13 years. The ability to retain qualified faculty is strong.

Program Administration and Support
Administration and Staff

The LPM Minor and LS Certificate reside in the Management Department. Figure 8-1 illustrates the COB organizational chart.

Figure 8.1: COB Organization Chart

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF BUSINESS

Provost &
Vice President
Academic Affairs
P. Blake

Dean
D. Nicol

Director
Student Academic
Affairs
S. George

Interim Associate
Dean
J. Woolen

Department Chair
Accountancy, Finance, &
Information Systems
L. Bajor

Department Chair
Management
G. Lopez

Department Chair
Marketing
J. Ek

Department Chair
Sport, Entertainment, &
Hospitality Management
L. Briggs

Graphic Design
Coordinator
J. Ek

Hospitality Programs
Coordinator
J. Doyle

Music Industry
Management
Coordinator
P. Kwant

PGA Golf
Management Director
A. Waltz

Professional Tennis
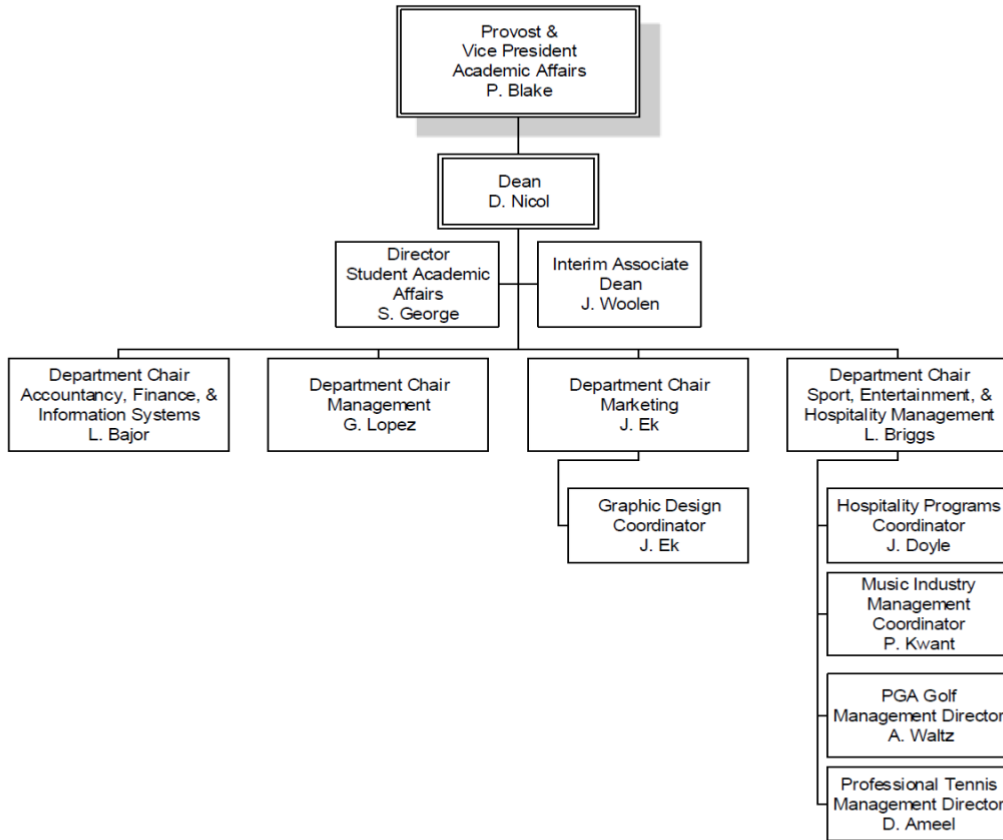Management Director
D. Ameel

Table 8.1 illustrates the administration and staff that have oversight/are involved in the supporting the various areas for the LPM minor and LS Certificate.

Table 8.1 LPM and LS Administration and Support Staff

Administration & Support Staff	LPM Minor	LS Certificate
David Nicol, Dean, Ph.D., Management, University of Houston	X	X
Jim Woolen, Interim Associate Dean, D.B.A., Nova Southeastern University	X	X
Gayle Lopez, Management Department Chair/Professor, J.D., University of San Francisco School of Law	X	X
Tina Smith, Management Department Secretary	X	X
Lawrence Bajor, AFIS Department Chair/Associate Professor, Ph.D., Michigan State University	X	
Darlene Waring, AFIS Department Secretary	X	

The COB administration and staff have been very supportive of the OSM program. They provide the necessary assistance to all faculty as individual needs arise. The OSM faculty have access to and support from the administration with respect to program changes, professional development, and advisory board meeting preparations/attendance. Support from administration in these areas is expected to continue.

The program is run in an efficient manner. The management faculty, who teach LPM and LS courses, share the Department Secretary and Department Chair with 20 other faculty who teach in the Masters of Business Administration program, six Bachelor of Science programs (Business Administration, Business Administration- Professional Track, Business Administration – Legal Studies, Human Resources Management, Operations and Supply Management and Risk Management and Insurance), eight minors and seven certificates. Likewise, the Computer Information Systems faculty, who teach LPM courses, share a Department Secretary and Department Chair with 18 other faculty who support the Masters of Information Security and Intelligence, six Bachelor of Science Programs, three minors and five certificates.

Class and teaching schedules are prepared by putting the needs and preferences of the students first. The department head along with the secretary develop a master scheduling plan so students are able to take the courses needed to complete their degrees in a timely manner. The faculty preferences are then considered when creating schedules to address the program requirements. The process works well. It is a proactive method that reduces scheduling conflicts across the curriculum.

Support Services

A review of the support services, that the LPM minor and LS Certificate uses, is included for FLITE, FCTL, and Technology Assistance Center (TAC).

FLITE: Students enrolled in the LPM Minor and LS Certificate, like many other FSU students, have access to computers within the main areas of the FLITE Library. The following laptop models are also available for students check out to complete their assignments: Dell Latitude E6430 running Windows 10 Enterprise, Dell Latitude E6540 running Windows 10 Enterprise, 13" MacBook Pro 8.1 running OS X, 11" MacBook 4.1 Air running OS X.

Students also have access to the Business Insights – Global, ProQuest Business Premium Collection, Gale Business Collection and Net Advantage databases. These databases contain a vast amount of articles and case studies that can be applied to the LPM and LS area.

FCTL: The FCTL staff have assisted and supported the LPM and LS faculty in developing new classes and/or suggesting methods to continuously improve existing courses (face-to-face, mixed delivery/blended and online). FCTL also offers TIMME grants to help defray professional development costs (e.g., conference). LPM and LS faculty have applied and received TIMME grants aligned with professional development activities.

Technology Assistance Center (TAC): TAC issues university-owned computers and provides support for equipment and information technology requests to LPM and LS faculty.

Facilities and Equipment
Space, Computers and Equipment

The LPM Minor and LS Certificate uses available classrooms in the 90,600 square-foot, three story COB building. The building includes:

- Twenty-six (26) classrooms.
- Forty-six (46) faculty offices.
- Five (5) administrative/support offices/suites.
- One auditorium.
- A Board room used for meetings.
- A student study lounge.

- Three conference rooms.

The College also has space in the Interdisciplinary Resource Center (IRC) building immediately adjacent to the Business Building and linked by a connecting facility including the following:

- Twenty-seven (27) faculty offices.
- A faculty/staff lounge.
- A testing room.
- Two meeting/conference rooms.
- A Statistical Resource Center.

The classrooms, utilized by the LPM Minor and LS Certificate courses, are sufficient to accommodate student class sizes. Each classroom is equipped with a whiteboard, desktop computer(s) and overhead projector. The computer is installed with Microsoft Office standard software and is connected to the university network and Interne. Problems related to either faculty or classroom computer's is reported to the Technology Assistance Center (TAC) for resolution.

Each faculty member has adequate office space. The office computer equipment has been purchased within the last four or five years and has sufficient operating capabilities for their needs. All computers are connected to the University's network and have Internet access. Any software upgrade or special software request (e.g., MS Project, etc.) is handled through TAC.

There are approximately 345 computers located in various classrooms and computer labs within the College of Business. The facilities and equipment available to the LPM minor and LS Certificate are adequate to deliver a high quality program to the students.

Perceptions of Overall Quality

Please see the Business Administration APR report for the Management Department chair and College of Business Dean's perceptions of overall quality.

Implementation of Findings

This is the first APR review process for the LPM Minor and LS Certificate.   It fits nicely with the theme of the minor and certificate as faculty continuously evaluate and improve the content of the minor and certificate. The APR is an opportunity to formally share the LPM Minor and LS Certificate progress and improvements with the university. The review results will be communicated to the stakeholders during the 2018/19 academic year through student advising and faculty meetings.

The LPM Minor experienced healthy growth. Student enrollment increased by 338% (8 students in 2013/2014 to 35 students in 2017/18). However, the LS Certificate realized a 78% decline in enrollment (105 students to 59 students) during the same time period.   The reasons for the LPM minor growth and LS Certificate decline was explained in Chapter 5. The LPM Minor and LS Certificate faculty plan to continue to build the reputation of both the Minor and Certificate. The faculty can achieve this by sharing the LPM Minor and LS Certificate to interested undergraduate students.   Other methods that could be used to advertise and communicate the benefits of pursuing and obtaining the Minor and Certificate include: posting student experiences on the COB's website, participating in the COB Dawg Days, participating in FSUS classes, discussing the minor and certificate in related courses to pique student interest and collaborate with the colleges and departments on campus (COT, COHP, FCTL, etc.).

Signatures

Leadership and Project Management Minor
Leadership and Supervision Certificate
119 State Street, COB Room 212
Big Rapids, MI 49307
231-591-2427

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost and President of Ferris State University and attest to its completeness and soundness.

Please see the Business Administration APR report

_____
Signature and Date

David Nicol
Dean
231-591-2422 DavidNicol@ferris.edu

Please see the Business Administration APR report

Signature and Date

Gayle Lopez
Management Department Chair
231-591-2427 GayleLopez@ferris.edu

Lisa Eshbach
Signature and Date   9/10/18

Lisa Eshbach
LPM Minor and LS Certificate Faculty
231-591-3197 LisaEshbach@ferris.edu

Appendix A: Faculty Syllabi for LPM Minor and LS Certificate Courses

FERRIS STATE UNIVERSITY

MGMT 301 SYLLABUS: APPLIED MANAGEMENT

Dr. Kasey Short, Assistant Professor

Office Phone: 231- 591- 2766

Office: BUS 343

Email: kaseyshort@ferris.edu

Cell: 219-670-8101 (feel free to text me anytime)

Office Hours: Monday's 6p-8p and Wednesday's 6p-8p

Textbook with CONNECT: Management, 5th Edition by Bateman, Snell, and Konopaske

Course Description

This course will prepare you with the ability to define and analyze business activities designed to effectively manage an organization to efficiently serve employees, customers, and the community. Topics studied will focus on leadership, team dynamics, planning, and organizing. Government regulations, organizational structure, human resources, and human behavior will also be explored.

Additional Course Benefits

Through rich discussions and case study reviews, you will strengthen your understanding of why both technical and soft skills are vitally important within management. We will examine how they can have a direct impact on a company's triple bottom line - people, planet, and profitability.

Learning Objectives

Outcome 1	Compare and contrast the complexities of management and leadership
Outcome 2	Demonstrate the ability to gather and analyze critical information necessary for decision-making
Outcome 3	Work in teams to complete research and assignments
Outcome 4	Present ideas clearly, concisely, and professionally before an audience
Outcome 5	Analyze a diverse array of organizational components and recommend improvements
Outcome 6	Assess the styles and motivators of self and others
Outcome 7	Explain change and its impact on individuals and groups
Outcome 8	Evaluate the strengths of diversity, culture, and globalization and their impact on organizations
Outcome 9	Examine the impact of both technical and soft management skills

Methodology

The format for this course will include lecture, group/whole class discussions, independent/group experiential activity, as well as individual/ group reflection of work and philosophies. Case analysis of current managerial practices by managers, video examples, guest business and human resources professionals will be included when applicable.

10 Expectations for Successful Learning in Applied Management

1 **Academic Integrity is vital**	Any incident of academic dishonesty will result in an automatic failure in this course. Do not engage in plagiarism; your work must be properly referenced using the APA format. If you are not familiar with APA format, leverage the writing center or online resources. There are also examples of APA in Blackboard for you to review and use. Another APA resource can be found here: https://owl.english.purdue.edu/owl/resource/560/01/
2 **Actively Participate**	We all benefit by hearing and learning from the diverse perspectives shared during class. We are all responsible to share in a community of learning.
3 **Check E-mail and Blackboard Daily**	Changes in the schedule for this class, as well as syllabus changes, may occur often and you are responsible for checking email and Blackboard to keep up to date with current class assignments.
4 **Attend Class**	Attendance for every class session and being on time are mandatories.
5- **Complete All Assignments on Time**	Meet your obligations for this class by the due dates and take exams as scheduled.
6	Listen, respect the speaker, ask questions, and make comments. Be tolerant

Be Respectful	and grow from your understanding of opinions that may differ from your own.
7 **No Cell Phone Use During Class**	It is disrespectful and distracting to all in the class. You may step outside of the classroom at any time to use your phone at your discretion.
8 **Be Prepared**	Read chapters to be discussed prior to coming to class. Think of this class as your paid career and come prepared as if you were leading a meeting.
9 **Write Clear and Effectively**	If your writing ability is less than you would like it to be, use the Writing Center. Staff there will review your written work and make suggestions for improvement. They are very helpful, please use this resource when needed.
10 **Have Fun Learning**	While not always immediately evident, the content learned in this class will continuously have an impact on your thought process and decision making.

FSU Disability Services: FSU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

Academic Dishonesty: All tests and materials are the property of your instructor. Written or other work which a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. NOTE: Not citing your work properly in APA format is a form of academic dishonesty and will be taken seriously. Ferris State University defines academic dishonesty to include "cheating" and "plagiarism". You can see the policy in more detail at this link: http://www.ferris.edu/admissions/registrar/schdbook/page16.htm

Points and Grading Structure

Grading Scale:			Assignment Points:	
A	**93%**	**C**	**73%**	Individual Exams (3 @ 50 pts ea)	150 points
A-	**90%**	**C-**	**70%**	Final Exam (1 @ 100 pts)	100 points
B+	**87%**	**D+**	**67%**	Personal Vision Statement (1 @ 25 pts)	25 points
B	**83%**	**D**	**63%**	Team Projects (3 @ 25 pts ea)	75 points
B-	**80%**	**D-**	**60%**	Homework / In-Class Participation (15 @ 10 pts ea)	150 points
C+	**77%**	**F**	**59%**	Final Project (1 @ 100 pts)	100 points
				Total 600 points

Assignment Details

Exams	The type of exams given will vary. Exams are taken in class only. You will be given a study guide prior to exam day. You can turn in your completed study guide prior to the exam for extra credit points which go toward your exam score. Grades will be posted on Ferris Connect. Please report any errors within one week of the posting.
	The first three exams are not cumulative and will cover the most recent chapters reviewed. The final exam will cover concepts introduced throughout the course.
	Should you miss a test, you must have a legitimate documented excuse in order to take the test with an appointment. If you have no legitimate documented excuse, you may take the test during final exam week during regularly scheduled exam periods. Legitimate excuses include school excused absences, doctor's notes, evidence of medicine purchase, evidence of traffic accidents on way to class, etc. Legitimate excuses do not include difficulty parking. • Exam One – Chapters 1, 2, 3, 12 • Exam Two (Mid-Term) – Chapters 4, 5, 15 • Exam Three – Chapters 6, 7, 8, 9, 10 • Final Exam – Covers full course
Personal Vision Statement	Development of an actionable and clearly defined personal vision will be constructed from applicable learnings in text.
Team Projects	Throughout the semester, you will work with teams to provide a collective written analysis of case studies and additional projects as assigned. It is important that you and your team members function in a role that best facilitates the best end result. Teams will be able to rotate during the semester. Individual contributions to projects will be assessed and analyzed by each member of the group and shared with me.
Homework and In-Class Participation	Class attendance is mandatory as there will be assignments and projects given during class throughout this course. There are no make-up's. Should you miss an in-class assignment, appropriate documentation of a legitimate excuse is required in order to be excused from the assignment. Participation is also expected and is defined as being in class and actively and routinely taking part in class discussions and activities. For each class, you should be prepared by having carefully read the assigned readings beforehand, show up with talking points for discussion, being attentive, respectful of others, provide constructive criticism, and ask questions when applicable. Our time together will be more interesting and thought provoking when the entire class participates in the discussions. In addition, it is okay to bring other related materials or real-world examples to class to share.

	Be professional in class; as a rule, if you wouldn't do it in a business meeting with executives present, don't do it in this class.
Final Project	For the final project, students will be assigned to teams. Each team will apply the course material to a corporation. The final product will be a written submission and a class presentation by the team, providing a summary of your analysis. Details will be provided later in the semester.

Recommendation on Study Habits

In order to be successful, meet learning objectives and pass this course, it is essential that you spend adequate time studying all of the material, both before and after class discussions. Study the material until you understand it. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the course objectives.

Please ask questions when you don't understand what you are reading or what we are discussing in class. Consider finding a study partner or group that you can work with outside of the classroom. This will help enhance your comprehension level in the classroom and fill in gaps where you may have missed information.

My Personal Commitment to You

I am here for you. I teach from a voice of authenticity and will share my personal and professional experiences throughout this course in an effort to add real-life examples and additional, practical context to the concepts and theories covered. I am committed to providing an atmosphere of mutual respect and inclusivity. Our atmosphere will be one where we can share and learn together as a collective body of scholars.

SPRING 2018 MGMT 301 COURSE SCHEDULE

(This schedule and assignments are tentative and subject to change as needed and at the instructors' discretion. Changes could be a result of course pace, canceled classes, or unforeseen events.

Please check Blackboard every Monday morning to review and confirm assignments for the week.)

Week	Dates	Learning Outcomes	Topic / Assignment
1	1/8 – 14	1, 6, 8	• Syllabus Review • Managing Effectively in a Global World (Ch. 1) • Evolution of Management (Ch. 2)
2	1/15		**No Class – MLK Jr. Observance**
	1/16 - 21	1, 6, 8, 9	• Introduction to STAR • Organization Environment/Culture (Ch. 3)
3	1/22 - 28	1, 2, 3, 4, 5, 6, 8, 9	• Teamwork (Ch. 12) • Team Project #1
4	Jan 29 – Feb 4		**Exam #1 - Chapters 1, 2, 3, 12**
	Jan 29 – Feb 4	1, 2, 6, 8, 9	• Ethics and Corporate Responsibility (Ch. 4)
5	Feb 5 - 11	1, 2,6, 8,9	• Planning and Decision Making (Ch. 5)
6	Feb 12 - 18	1, 2, 4, 5, 6, 9	• Innovating and Changing (Ch. 15) • Team Project #2
7	Feb 19 - 25		**Mid-Term Exam #2 – Chapters 4, 5, 15**
	Feb 19 - 25	1, 2, 7, 9	• Entrepreneurship (Ch. 6)
8	Feb 26 – Mar 2	1, 2, 6, 8, 9	• Organizing for Success (Ch. 7) • Managing Human Resources (Ch. 8)
9	Mar 3 -11		**Spring Break**
10	Mar 12 - 18	1, 2	• Managing Human Resources (Ch. 8 continued) • Managing Diversity and Inclusion (Ch. 9)
11	Mar 19 - 25	1, 2, 3, 4, 5, 6, 9	• Leadership (Ch. 10) • Personal Vision Statement
	Mar 26 - 28		**Exam #3 – Chapters 6, 7, 8, 9, 10**
12	Apr 2 - 8	1, 2, 6, 8, 9	• Motivating People (Ch. 11) • Team Exercise #3

13	April 9 - 15	1, 6, 7	• Communicating (Ch. 13)
14	April 16 - 22	5, 6, 7	• Managerial Control (Ch. 14)
15	April 23 - 26	2, 6, 7, 9	Course Review
April 30 – May 4		**Final Exam – Covers Full Course** **Final Project and Presentation**	

MGMT 301 -Applied Management Syllabus

Sheri Bell

Course Description: A description and analysis of business activities designed to manage an organization to efficiently serve employees, customers, and the community. Topics studied include planning, organizing, leading, and controlling; the business environment, business institutions, government regulations, organizational structure, human resources, human behavior, and current practices. Designed to meet the needs of graduates and employers in the global economy.

Course outcomes:
1. Distinguish between the four functions of management.
2. Analyze the impact of ethical issues, social responsibilities, and employment laws on a business.
3. Apply the rational decision-making process to the planning-control cycle at the strategic, tactical and operational levels.
4. Analyze the delegation process, elements of a job description, and organizational structure as it affects the productivity of an organization and its employees.
5. Understand the impact of motivation, leadership and communication on job performance and analyze how a manager can use these principles to improve job performance.

Text Book: MGMT tenth edition

Author: Williams   Publisher: Cengage

Instructor: Sheri Bell

Office: Business 352
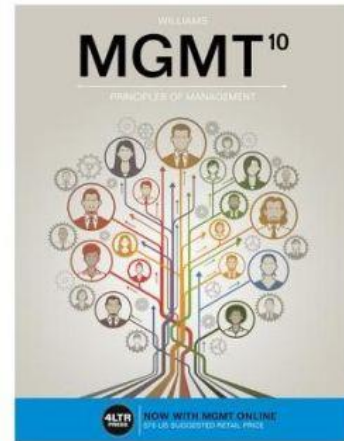
Office Phone: 231-591-2461

PREFERRED METHOD OF COMMUNICATION:

Cell Phone: 231-955-0031 (I text and talk!)

Email address: please use Ferris Blackboard account from our web site!!! Messaging on Ferris' email system is unreliable!

Grading Scale:				**Assignment Points:**
A……...	93%	C+……..	77%	4 individual tests for a total of……… 320 points

A-.......	90%	C.........	73%	4 group tests for a total of…………......80 points
B+.......	87%	C-........	70%	9 in class quizzes………………………90 points
B…......	83%	D+……....	67%	In class assignment……Percent of unearned points
B-…….	80%	D……….	63%	Total Points approximately……..……..490 . points
		D-	60%	*plus in class points and announced other assignments*

Chapters on tests:

Test One….. Chapters 1, 2, 3, 4

Test Two*……Chapters 5, 6, 16

Test Three*….Chapters 8, 9, 11

Test Four….. Chapters 13, 14, 15

Grades will be posted on Ferris Connect. Any errors in grades that need corrected should be reported within one week of the posting.

- ***Test 2 and 3 –** Depending on time constraints, Test 2 may be shortened to Chapters 5 & 6 AND T3 increased to Chapters 16, 8, 9, and 11. Appropriate point adjustments will be made.

Tests:

- Tests are not cumulative.   Each test is over the most recent 3 or 4 chapters. The last test is a test over the last 3 chapters.
- Extra credit questions will be available on each test.
- Pencils are required for all tests.
- Tests are multiple choice and true false.
- Individual tests are administered the first part of the period. Groups are then assigned by the professor and the exact same test is taken by those groups.
- Questions on individual tests are worth 2 points each.
- Questions on group tests are worth a half of a point each.

Quizzes:

- Quizzes are given over each chapter the day after lecturing is completed on that chapter.
- Quizzes will not be given over the last chapter before the test.
- Quiz questions are worth 1.5 points each.
- Extra credit will be available on each quiz.

In class assignments:

- In class assignments are normally worth 1 points each.
- Adding a student's name to an in class assignment when they are not present is considered cheating.

Other Assignments

- Additional assignments as announced

Extra Credit:

- Is offered to the entire class or not at all.
- Will be announced as extra credit. All other assignments are added to the total available points.

Cheating:

- I reserve the right to assign an "F" for the semester to anyone caught cheating on ANY assignment, no matter how small the assignment. Those caught cheating will not be welcome in the class.
- ANY talking in class to another student during quizzes or tests is automatically considered cheating.
- Plagiarism of any material will result in a flunking grade for the class. Appropriate documentation of all sources is required.

Grade changes:

- Any grade corrections must be requested within one week of the grade being originally recorded. Please use the course messaging tool to request a change. Personally following up Is advised.

Attendance:

- I do NOT give makeups on quizzes. Should you miss a quiz, or in class assignment, appropriate documentation of a legitimate excuse is required in order to be **excused** from the assignment.
- Should you miss a test you MUST have a legitimate documented excuse in order to take the test with an appointment. If you have no legitimate documented excuse **you may take the test during final exam week during regularly scheduled exam periods.**
- Legitimate excuses include school excused absences, doctor's notes, evidence of medicine purchase, evidence of traffic accidents on way to class. Legitimate excuses do not include difficulty parking.

I reserve the right to change anything on this syllabus. All changes will be posted.

Team Dynamics – Organizational Behavior – MGMT 302 VL1

Fall 2017

Professor: Dr. Beverly J. DeMarr

      Campus Office Location: BUS 360

      Campus E-Mail: demarrb@ferris.edu (use only for non-course related communication)

      Home Office Phone: (231) 798-3560

      Campus Office Phone: (231) 591-3756 (use only during office hours)

      Campus Office Hours – Tuesday 12:00 – 4:00 pm

      Note: Other hours are available by appointment at a mutually convenient time however most questions can be handled via email or phone.

For this course I plan to check the class in Blackboard at least twice (generally morning and evening) each day, every day. Thus, you should expect a response to any question, etc. within 24 hours, although it will often be within 12 hours. I will also send "Update" emails using the "Course Email' tool at the beginning and end of each week (typically Monday and Friday). It is important that you read these messages as they contain additional information related to this class.

Everything related to this course must be done within Blackboard. If you have course-related questions that are not personal in nature, please post them in the "General Questions" topic in the Discussion tool so others can see the question and response. If you have other specific, individual course-related questions that are personal in nature (e.g., grades) please use the "Course Email" tool within Blackboard. **Do not** use my campus email or the My FSU email for class-related communication. I need to be able to keep all class-related correspondence within the course. I also check Blackboard more often than my regular campus email, especially on the weekends.

Note: If you experience technical problems with My FSU or Blackboard contact the Technology Assistance Center (TAC) at 231.591.4822 or http://www.ferris.edu/techsupport/ for assistance.

Text:

Robbins S. P., & Judge (2015). Organizational Behavior (16th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0-13-350764-5

Course Description:

This course explores the fundamentals of individual (e.g., attitudes, emotions, personality, perception, and motivation) and group/team (e.g., communication, leadership, power, politics, and conflict) behavior in contemporary organizational settings with an emphasis on the importance of functioning well in a team-based environment.

Course Outcomes:

By the end of this course the student should be able to:

1. Assess the role of individual factors (i.e., attitudes, emotions, personality, and perception) in the workplace.
2. Examine the methods and processes of motivation.
3. Develop a plan for managing your work and non-work lives.
4. Assess the impact of various structures and cultures on organizations.
5. Apply the principles of effective teamwork in a team-based environment.
6. Evaluate performance in a team-based environment.

Course Expectations:

Students in this class are expected to:

- Be active in the course at least every 2-3 days (i.e., at least three times each week). This includes but is not limited to reading Course Email and engaging with team members in working on each of the team assignments.
- Participate fully in all team work and contribute to all team assignments.
- Ask questions if something is not clear. If a question cannot easily be answered via Course Email we can arrange a time to speak by phone.
- Keep all communications within Blackboard.
- Communicate with the professor and your fellow team members if any unexpected situations arise that impact, or have the potential to impact, your participation in the class.
- Be respectful of everyone in the class.
- Complete all work on time.

Assessment:

To demonstrate mastery of the course outcomes, students will regularly engage in team projects, and complete examinations and written assignments.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date (Example: 832 points earned / 1040 total possible points = 80% = "B-"). All

work must be submitted via Blackboard; emailed assignments will not be accepted. Any questions on a grade must be addressed within one week after the grade is posted. The total points available are allocated as follows:

Exams (4 @ 100 pts ea)	400
Short Bio & Team Formation	40
Personal Development Plan	100
Team Assignments (4 @ 100 pts ea)	400
Participation & Contribution	100
Total Possible Points	1040

Letter grades are assigned as follows:

94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

Exams/Quizzes:

Exams will cover material from the textbooks and will be administered with the "Assessment" tool in Blackboard. The exams will each be available for one week from 12:00 am Monday until 11:59 pm the following Sunday on the dates shown on the Class Schedule. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization).

Exams are to be completed individually. Students may not "collaborate," "work as a team," or work together in any other way when taking the exams. Violators will receive a zero for the exam and be referred to the Office of Student Conduct for disciplinary action.

Short Bio:

To help everyone get acquainted and facilitate forming teams for the team assignments, everyone will write a one page bio and post it under the "Short bios" thread in the Discussion tool. Since this is a "discussion" each student is

expected to reply to others' posts in addition to posting his/her bio so everyone can get to know each other in the class. The initial posts must be made by the Friday of the first week so that others have an opportunity to respond to your posts. All responses must be made by Sunday of the first week.

Team Assignments:

Working in teams of five, students will complete the following assignments. All work on the assignments (e.g., written communications, sharing drafts, etc.) must be done with the Groups tools in Blackboard so I can monitor progress and participation on the assignments, and provide assistance as appropriate. Instructions for each of the following assignments are under the "Assignment" tab in Blackboard.

Team Assignment: Developing a Team Contract

Team Assignment: Creating a Team Evaluation Plan

Team Assignment: Combating Cheating

Team Assignment: Evaluating Team Member Performance

All written assignments are expected to be detailed, well-written, free of grammatical and other errors (e.g., clarity, spelling, punctuation, capitalization), single-spaced, and submitted via the Assignment tool in Blackboard as a .doc, .docx, or .rtf attachment. It is important to proofread your work to insure it communicates your thoughts accurately and clearly.

Note: All assignments must be your original work. You may include brief quotes from the text or other sources provided you properly cite the source. Using others' work without proper citation is plagiarism and violates the university policy on academic honesty. Violators will be referred to the Office of Student Conduct for disciplinary action.

Personal Development Plan:

In an effort to help students understand their own goals, priorities, and motivations in life, and to plan accordingly, students will be required to prepare an individual five year plan. Instructions for the assignment are under the "Assignment" tab in Blackboard. This assignment must be submitted in the Assignment tool in Blackboard as a .doc, .docx, or .rtf attachment.

Participation and Contribution:

Students are expected to participate fully in all class activities. Due to the high level of interaction required in this course it is imperative that students be prepared. This includes, but is not limited to, reading all assigned material and completing assignments on time and being prepared for discussion on the material. The tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read at the beginning of the week listed on the schedule.

The points available for participation will be based on the student's contribution and effort put into the class. These points are not granted automatically and may range from zero to 100. To receive the maximum participation points, you must consistently "exceed expectations" in your work. Put simply, completing all assignments does not guarantee the maximum participation points.

To help ensure that we are all on the same page, it is important that everyone have a common understanding of what is and what is not contribution. Contribution is not continuously dominating class and group discussion. It also means "listening" to what others say and responding thoughtfully.

Contribution is:

- Sharing observations that integrate concepts and discussions
- Citing relevant personal examples
- Asking key questions that lead to expanding discussions
- Playing devil's advocate (challenging prevailing wisdom or beliefs)
- Being an active participant in all discussions and team assignments
- Sharing information with and providing supportive feedback to others

Class Schedule:

Week	Week	
Nbr.	Of	Topics
1	8/28	CH 1: What Is Organizational Behavior? Appendix A: Research in Organizational Behavior * Short bio & team formation due: Sunday, September 3rd
2	9/4	CH 2: Diversity in Organizations CH 3: Attitudes and Job Satisfaction
3	9/11	CH 9: Foundations of Group Behavior CH 10: Understanding Work Teams * Team Assignment: Developing a Team Contract, Due: Sunday, September 17th
4	9/18	* Exam #1 - Chapters 1-3, 9, & 10, Available: Monday, September 18th, Due: Sunday, September 24th
5	9/25	CH 4: Emotions and Moods CH 5: Personality and Values
6	10/2	CH 6: Perception and Individual Decision Making * Team Assignment: Creating a Team Evaluation Plan Due: Sunday, October 8th
7	10/9	CH 7: Motivation Concepts CH 8: Motivation: From Concepts to Applications
8	10/16	* Exam #2 - Chapters 4 – 8, Available: Monday, October 16th; Due: Sunday, October 22nd
9	10/23	CH 11: Communication * Team Assignment: Combating Cheating, Due: Sunday, October 29th
10	10/30	CH 12: Leadership CH 13: Power and Politics
11	11/6	CH 14: Conflict and Negotiation * Individual Assignment: Personal Development Plan, Due Sunday, November 12th

12	11/13	* Exam #3 - Chapters 11 – 14, Available: Monday, November 13th; Due: Sunday, November 19th
13	11/20	CH 15: Foundations of Organization Structure CH 16: Organizational Culture * Thanksgiving Day Thursday, November 23rd
14	11/27	CH 17: Human Resource Policies and Practices CH 18 Organizational Change and Stress Management * Team Assignment: Evaluating Team Member Performance; Due: Sunday, December 3rd
15	12/4	* Exam #4 Chapters 15 – 18 Available: Monday, December 4th, Due: Friday, December 8th Course Wrap-up Class officially ends Friday, December 8th

Ferris State University	MGMT 302 Fall 2017

Instructor: Dr. Leslie Sukup

Student/Office Hours: Monday/Wednesday 9:00 -10:00 and 1:00 – 2:00, BUS Room 303.

        I am also available via e-mail and phone.

Office: BUS 303

Contact: 231-591-2044

E-mail: sukupl@ferris.edu or within Blackboard course

Textbook: Robbins S. P., & Judge, T. A. (2017). Organizational Behavior (17th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Description:

This course explores the fundamentals of individual (e.g., attitudes, emotions, personality, perception, and motivation) and group/team (e.g., communication, leadership, power, politics, and conflict) behavior in contemporary organizational settings with an emphasis on the importance of functioning well in a team-based environment.

Couse Outcomes:

By the end of this course thse student should be able to:

1. Assess the role role of individual factors (i.e., attitudes, emotions, personality, and perception) in the workplace.
2. Examine the methods and processes of motivation.
3. Develop a plan for managing your work and non-work lives.
4. Assess the impact of various structures and cultures on organizations.

5. Apply the principles of effective teamwork in a team-based environment.
6. Evaluate performance in a team-based environment.

Grading Scale (these are percentages)

A	95-100	B-	80-83.9	D+	67-69.9
A-	91-94.9	C+	77-79.9	D	64-66.9
B+	87-90.9	C	74-76.9	D-	60-63.9
B	84-86.9	C-	70-73.9	F	0-59.9

Materials for Grading

Tests: (3) at 100 points each	300
Weekly Homework/Discussion (12) at 10 points each	120
Team Proposed Topic, Organization and Contract	15
Team Research Paper Outline	15
Team Research Paper	75
Team Presentation	75
Participation + Team member evaluation	20
Journal Reflection 12 @ 5 points each	60
*Extra Credit (Pop quizzes, assignments, etc.)	2-10
Total Points	~680

Quizzes/Exams

Tests will typically cover several chapters at a time. Each test will be available on-line and will be located under the learning module during the designated week the test is scheduled. Please note, any articles or video content that is contained within the weekly learning modules may also be included on the tests. Students may do their test "open book" but remember there is a time limitation. Once you start a test you must finish! You can't stop and come back later. Tests have time limits usually between 45-60 minutes. Tests may only be attempted once. No late or make-up test will be accepted. There will be an optional 4th test available to replace the lowest test score.

Homework/Discussion

There will be 12 weekly assignments/discussion questions required that the student must complete. This assignment/discussion will be completed through the Blackboard learning system or during class.

Homework/Discussion will be posted/opened in Blackboard on Mondays and will be closed in Blackboard at 11:59PM the following Sunday.

Team Member Contracts:

Each team will be responsible for developing their own team contract. The team contract should include the following information: Team Name, Members, Contact Information, Team Research Topic, Company, Project Learning Outcomes, Team Organization, Member Assignment of Duties, and Project Schedule.

Team Research Paper Outline

The Team Research Paper Outline is required to ensure that the team understands the concepts discussed in class and their application in real world environments. The outline will include the source of the business case and the method that the team will use to conduct the research. The team paper outline will include the main topic of the proposed research paper and an explanation of why it is relevant to the course. This paper will be a minimum of 3 pages, typewritten double spaced excluding the team contract attachment.

Team Research Paper/Presentation:

The Team Research Paper and Presentation is one of the major assignments required for MGMT 302. This assignment consists of two parts: a written report and presentation. The faculty member will randomly select teams (usually consisting of 5-6 members). The teams will ultimately be responsible for identifying an organization and selecting an appropriate, mutually agreeable, class relevant, business related topic that will serve as the basis for their research. Each team will then be responsible for the following: 1) contacting the organization, 2) conducting primary interviews with the organization's employees/representative(s) related to the topic, 3) securing specific, relevant data and information related to the topic and company, 4) conducting an in-depth analysis of the information gathered, 5) identifying 3-4 potential alternatives or solutions that address the core problem, and 6) developing a final, team "recommendation".

Note: the organization and topic must be approved by your instructor. It is highly recommended that a team choose, for example, a team member's current or past employer/organization). The team research paper should be at least 10 pages, but not more than 15 typewritten double-spaced pages, excluding the bibliography, title page, table of contents, references, and applicable appendices, page. **A minimum of ten (10) references are required.** Note, Wikipedia reference is not an acceptable source to use. Points will be deducted if it is used as a reference. The project will be graded based on content, grammar, spelling, and punctuation…*as well as APA format*. The team will submit an original typed written copy of the research paper to the instructor the day of their presentation and must also submit a copy through BlackBoard.

Research Paper Format:

I.   **Introduction** (Organization)
II. **Problem Statement:** (Reason for selecting the research topic)
III. **Research Findings** (Specific, relevant, detailed facts that support a situation analysis)
IV. **Alternatives** (Identify 3-4 alternatives. Also include any advantages/disadvantages and associated costs with respect to available resources, culture, etc.)
V.   **Recommendation** (Select the most viable alternative and your reasoning for your selection)
VI. **Conclusion**

Participation

Participation is extremely important for a successful learning environment. Participation means more than just showing up for class and doing the assignments. Participation means that the student is engaged in the learning process and demonstrates this engagement by asking questions and responding to questions asked. Participation means prompting and responding to discussions in the classroom.

Team Member Evaluation

Peer evaluations provide an opportunity for each group member to assess and report the effectiveness of his or her group/team peers in critical performance areas (attendance, cooperation, dependability, etc.). A self and team member written report of learning related to group and team processes will be required for the chapter subject matter expert facilitation and team research analysis assignments. Information listed below should be included in your report.

- The strengths and/or weaknesses of each team member
- Your strength and/or weaknesses as a team member and/or leader
- What you did specifically to enhance your value as a team member
- The suggested grade that you would give to each team member based on the evaluation guide given in class.

Quality of Work, Missed/Late Assignments and Student Responsibility

Just as in a work situation the student is responsible for the quality of their work. This is a 300 level university course and the student's work is expected to reflect that. Misspellings, contextual inaccuracies and sloppy work will not be accepted. Missed assignments or late assignments will not be accepted. It is the student's responsibility to complete the work on time with quality reflecting the level of the course. Scores in this class are not given by the instructor but earned by the student.

Plagiarism in any form is not accepted. Test answers may not be cut and pasted from the book or the internet and MUST be in the student's own words. Wikipedia is unverified for accuracy and NOT allowed in ANY context. If plagiarism is detected there will be no score earned for that task. If plagiarism is found to be pervasive the student may be reported to the student discipline committee.

See academic integrity/dishonesty policy attached.

Team Policy – Firing a Team Member

All team members are expected to fully and equally contribute to the Team Research Assignment. If a member is not contributing, the team is expected to communicate in writing the team's expectations as described in the team contract regarding missed assignments or deadlines. If after notice, the team member fails to adequately respond, your team can recommend firing the non-performing team member. In order to make this recommendation, your group must reach consensus on this decision and send me your recommendation along with the supporting documentation and rationale. I will make the final decision regarding the "firing" of the non-performing team member and communicate my decision to your entire team. Please note, failure to communicate that a team is having problems with a member on a timely basis could potential jeopardize the entire team's grade.

Academic Integrity/Dishonesty:

Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. **A zero will be given if plagiarism is detected for an assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for–word information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted should be written professionally. This can be accomplished by using the student's original thoughts and appropriately paraphrasing, using the APA format, for all assignments (paper, discussion questions, exams, etc.).**

Examples of plagiarism as it might occur in term papers or research projects, and other written assignments are listed below:

> ➢ Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.
> ➢ Failure to use the quotation marks, even if a footnote is provided, is plagiarism.
> ➢ Failure to document ideas: When a student uses one or more ideas form and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.
> ➢ Failure to provide an exact reference is plagiarism. False documentation: Falsifying or inventing sources or page references is plagiarism.

Academic dishonesty includes plagiarism, cheating, forgery, or other acts. Cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty can include failing the course through expulsion from the University.

Changes to Syllabus

Changes to the syllabus or assignments are sometimes necessary throughout the semester and are at the discretion of the instructor. All changes will be communicated to the students.

TENTATIVE CLASS SCHEDULE

WEEK Beginning	CHAPTER MATERIAL	ASSIGNMENTS DUE
Week 1 8/28	Course Introductions/Syllabus Review Ch 1: What is Organizational Behavior Ch 2: Diversity In Organizations	 Journal Reflection
Week 2 9/4	No Class Monday 9/4 Ch 3: Attitudes and Job Satisfaction Ch 4: Emotions and Moods	Week 2 Assignment and Journal Reflection due by Sunday 9/10 @ 11:59PM
Week 3 9/11	Ch 5: Personalities and Values	Form Research Project Teams Week 3 Assignment and Journal Reflection due by Sunday 9/17 @ 11:59PM
Week 4 9/18	Ch 6: Perception and Individual Decision Making Ch 7: Motivation Concepts Ch 8: Motivation: From Concepts to Applications	Week 4 Assignment and Journal Reflection due by Sunday 9/24 @ 11:59PM
Week 5 9/25	Ch 9: Foundations of Group Behavior	Complete Test 1 (Ch's 1 – 8) Week 5 Assignment and Journal Reflection due by Sunday 10/1 @ 11:59PM
Week 6 10/2	Ch 10: Understanding Work Teams	Week 6 Assignment and Journal Reflection due by 11:59PM Sunday 10/8
Week 7 10/9	Ch 11: Communication	Week 7 Assignment and Journal Reflection due by11:59PM Sunday 10/15
Week 8 10/16	Ch 12: Leadership	Week 8 Assignment and Journal Reflection due by11:59PM Sunday 10/23

Week 9 10/23	Ch 13: Power and Politics	Week 9 Assignment and Journal Reflection due by11:59PM Sunday 10/29
Week 10 10/30	Ch 14: Conflict and Negotiation	Complete Test 2 (Chpt 9 – 13) by 11:59 PM Sunday 11/5 Submit Detailed Team Research Paper Outline and Journal Reflection by COB 11/5
Week 11 11/6	Ch 15: Foundations of Organizations Structure	Week 11 Assignment and Journal Reflection due by 11:59PM Sunday 11/12
Week 12 11/13	Ch 16: Organizational Culture	Week 12 Assignment and Journal Reflection due by 11:59PM Sunday 11/19
Week 13 11/20	Ch 17: Human Resource Policies and Practices Thanksgiving recess begins at noon on 11/22	Week 13 Assignment and Journal Reflection due by 11:59PM Sunday 11/29
Week 14 11/30	Ch 18: Organizational Change and Stress Management	Complete Test 3 (Chpt 15 – 18) by 11:59 Sunday 12/3 Week 14 Assignment and Journal Reflection due by 11:59PM Sunday 12/3
Week 15 12/4	Team Research Presentations	Team Research Paper Due at the beginning of class on Mon 12/4
Week 16 12/11	Exam Week	Team Evaluations Due 4th Test (Optional) will be scheduled per Ferris Exam Schedule

*Schedule subject to changes as determined and deemed appropriate by the instructor.

SYLLABUS ATTACHMENT
COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES
Learning—Excellence—Respect—Change—Diversity—Integrity—Continuous Improvement

FALL 2017- IMPORTANT DATES

Late Registration	Wednesday – Friday	August 23, 24, 25
First Day of Classes	Monday	August 28
Last Day to Add/Drop	Thursday at 5:00 pm	August 31
Labor Day - no classes	Monday	September 4
Mid-term Grades Due	Monday	October 16
Last Day for "W" Grades (full semester)	Thursday	November 2
Thanksgiving recess begins at 12 noon	Wednesday	November 22
Thanksgiving recess ends – classes start	Monday	November 27
Last Day of Classes	Friday	December 8
Examination Week	Monday-Friday	December 11-15
Commencement	Saturday	December 16
Grades Posted to MyFSU Account	Monday	December 18

Sessions	Dates	Drop Deadline	Withdraw Deadline
1	August 28-December 8	August 31	November 2
Session A	August 28-October 17	August 31	September 28
Session B	October 18-December 8	October 23	November 17
Session D	August 28-September 29	August 31	September 18
Session E	October 2-November 2	October 3	October 20
Session F	November 3-December 8	November 6	November 27

> **CLASS ATTENDANCE IS IMPORTANT!**
> Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their policies.

TO CONTACT A FACULTY MEMBER/ADVISOR
If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob.

DROP/ADD CLASSES (first four days of classes)
Use MyFSU to drop and add classes only during the add/drop time period (ends the 4th day at 5:00 pm). Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)
To withdraw from a class, go to your Dean's Office for the **OFFICIAL** paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, **OFFICIAL** paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES
The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help students succeed in courses, in career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center..........ASC 1017 – 591-2534
The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.
- Tutoring for many Ferris courses
- Individual help and workshops with writing skills and writing assignments for English or other courses
- Help in developing better reading and study strategies
- Workshops to help you meet the challenges of college life

Scholar Program...............ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Service.............STR 313 – 591-3057
Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/ Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Personal Counseling, Sexual Assault, Substance Abuse
Birkham Health Center - 2nd Floor............591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling-.............STR-313 - 591-3057
Educational & Career Counseling Center

Change Academic Programs:
COB Dean's Office ....BUS 200 - 591-2420

Safety
Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else.

It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, resubmitting work done for previous class without permission, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

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DISRUPTIVE BEHAVIOR

The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

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College of Business Department Offices

Acct/Finc and		
Computer Inf. System	BUS 212	591-2434
Management	BUS 212	591-2427
Marketing	BUS 212	591-2426
Sport, Hospitality,		
Entertainment Mgt.	KNO	591-2380
Dean's Office	BUS 200	591-2420
Graduation Secretary	BUS 200	591-2420
Internship Programs	BUS 324	591-3049
Graduate Programs	BUS 212	591-2168

Ferris State University	MGMT 305 Fall 2017

INSTRUCTOR: Dr. Lisa Eshbach

OFFICE: Office Phone: 231- 591- 3197 or 616-263-7501

E-mail: eshbacl@ferris.edu

OFFICE HOURS: 12 p.m. - 2 p.m. M-W, Room 340 COB

COURSE TITLE: MGMT 305: **Managerial Leadership (Hybrid Delivery)**

TEXTBOOK: The Leadership Experience, Daft, Richard, 6th Edition, Southwestern Cengage Learning. ISBN-13: 978-1435462854 OR ISBN-10: 1435462858 Copyright 2015.

COURSE DESCRIPTION

This course provides an opportunity to learn and demonstrate the characteristics, qualities and skill sets required for effective supervision and leadership in a contemporary organization.

COURSE OBJECTIVES

- Learning Outcome 1: Assess and create a plan to develop individual leadership skills and behaviors to improve personal and professional performance.
- Learning Outcome 2: Analyze leadership concepts and styles, discipline, emotional intelligence, expectations and rewards.
- Learning Outcome 3: Develop plans for the leadership and management functions by applying critical thinking and problem solving skills through qualitative analysis.
- Learning Outcome 4: Exhibit a high level of communication capabilities, including oral, written and non-verbal.

COURSE CALENDAR – TENTATIVE SCHEDULE . The instructor reserves the right to adjust the syllabus to better serve the overall learning needs of the class.

WEEK	CHAPTER MATERIAL	ASSIGNMENTS DUE

Week 1	Introduction to the Course	
Aug. 28	Chapter 1: What Does It Mean to Be a Leader?	
		DQ Set 1: Online Discussion Questions and Participation Due Sept. 3
Week 2	**NO CLASS: Sept. 4 – UNIVERSITY HOLIDAY**	
Sept. 4	Team Formations	
Week 3	Chapter 10: Leading Teams	**DQ Set 2: Online Discussion Questions and Participation Due Sept. 17**
Sept. 11	Chapter 2: Traits, Behaviors, and Relationships	
Week 4	Chapter 4: The Leader as an Individual	**Case Analysis Paper and Presentation Due Sept. 20**
Sept. 18	**Case Analysis – Devereux Dering (Chapter 10)**	
Week 5	Chapter 3: Contingency Approaches	**DQ Set 3: Online Discussion Questions and Participation Due Oct. 1**
Sept. 25	**Case Analysis – Transition to Leadership (Chapter 2)**	**Case Analysis Paper and Presentation Due Sept. 25**
	No Class Sept. 27 – Research Trip	**IDP Due Sept. 25**
Week 6	Chapter 5: Leadership Mind and Heart	**Case Analysis Paper and Presentation Due Oct. 4**
Oct. 2	Chapter 6: Courage and Moral Leadership	
	Case Analysis – An Impossible Dream? (Chapter 3)	
Week 7	Chapter 7: Followership	**Leadership Interview Due Oct. 11**
Oct. 9	**Case Analysis – The New Boss (Chapter 5)**	**Case Analysis Paper and Presentation Due Oct. 11**

	Employee Recruitment, Selection, Orientation and Training (See notes in Blackboard)	**DQ Set 4: Online Discussion Questions and Participation Due Oct. 15**
Week 8 **Oct. 16**	Employee Recruitment, Selection, Orientation and Training (See notes in Blackboard) – Cont'd	
Week 9 **Oct. 23**	Chapter 8: Motivation and Empowerment	**DQ Set 5: Online Discussion Questions and Participation Due Oct. 29**
	Case Analysis - Jake's Pet Land (Chapter 7)	**Case Analysis Paper and Presentation Due Oct. 25**
Week 10 **Oct. 30**	Chapter 9: Leadership Communication	
Week 11 **Nov. 6**	Chapter 11: Developing Leadership Diversity	**DQ Set 6: Online Discussion Questions and Participation Due Nov. 12**
	Case Analysis: Superintendent's Directive (Chapter 9)	**Case Analysis Paper and Presentation Due Nov. 8**
Week 12 **Nov. 13**	Chapter 12: Leadership Power and Influence	**Case Analysis Paper and Presentation Due Nov. 15**
	Case Analysis: The Trouble with Bangles (Chapter 11)	
Week 13	Chapter 13: Creating Vision and Strategic Direction	**DQ Set 7: Online Discussion Questions and Participation Due Nov. 26**
Nov. 20	**Case Analysis: Waite Pharmaceuticals (Chapter 12)**	**Case Analysis Paper and Presentation Due Nov. 22**
Week 14	Chapter 15: Leading Change	**Individual Development Plan Report Due: Nov. 29**

Nov. 27	**Catch up**	**No Online Discussion Questions or Participation - prepare for presentations**
Week 15 **Dec. 4**	**Team Community Service Research Presentations start December 4**	**No Online Discussion Questions or Participation - prepare for presentations**
Week 16 **Dec. 11**	**Team Community Service Research Presentations (cont'd) per University Schedule**	**Presentations: December 14, 2017** **10:00 a.m. - 11:40 a.m.**

Final Note

Subject to changes as determined and deemed appropriate by the instructor.

Appendix A – Assessment of MGMT 305 Outcomes

Outcome	Online Discussion Questions	Case Analysis Report	Case Analysis Presentation	Team Research Community Service Project and	Leadership Interview	IDP & IDP Report	Participation In -class	Peer Review
Learning Outcome 1: Assess and create a plan to develop individual leadership skills and behaviors to improve personal and professional performance.				X		X		
Learning Outcome 2: Analyze and identify leadership concepts and styles, discipline, emotional intelligence, expectations and rewards.	X	X	X	X	X		X	

Learning Outcome 3: Develop plans for the leadership and management functions by applying critical thinking and problem solving skills through qualitative analysis.	X	X	X	X	X	X		
Learning Outcome 4: Exhibit a high level of communication capabilities, including oral, written and non-verbal.	X	X	X	X	X	X	X	X

SYLLABUS ATTACHMENT

COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES

Learning—Excellence—Respect—Change—Diversity—Integrity--Continuous Improvement

Fall 2017 Important Dates

Late Registration	Wednesday – Friday	August 23, 24, 25
First Day of Classes	Monday	August 28
Last Day to Add/Drop	Thursday at 5:00 pm	August 31
Labor Day - no classes	Monday	September 4
Mid-term Grades Due	Monday	October 16
Last Day for "W" Grades (full semester)	Thursday	November 2
Thanksgiving recess begins at 12 noon	Wednesday	November 22
Thanksgiving recess ends – classes start	Monday	November 27
Last Day of Classes	Friday	December 8
Examination Week	Monday-Friday	December 11-15
Commencement	Saturday	December 16
Grades Posted to MyFSU Account	Monday	December 18

Sessions	Dates	Drop Deadline	Withdraw Deadline
1	August 28-December 8	August 31	November 2

Session A	August 28-October 17	August 31	September 28
Session B	October 18-December 8	October 23	November 17
Session D	August 28-September 29	August 31	September 18
Session E	October 2-November 2	October 3	October 20
Session F	November 3-December 8	November 6	November 27

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their

TO CONTACT A FACULTY MEMBER/ADVISOR

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob. A faculty directory is also located outside of the dean's office (BUS 200).

DROP/ADD CLASSES (first four days of classes)

Use MyFSU to drop and add classes only during the add/drop time period (ends the 4th day at 5:00 pm). Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)

To withdraw from a class, go to your Dean's Office for the **OFFICIAL** paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, **OFFICIAL** paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES

The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help students succeed in courses, in career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center……….ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses

- individual help and workshops with writing skills and

  writing assignments for English or other courses

- help in developing better reading and study strategies

- workshops to help you meet the challenges of

  college life

Scholar Program………..…..ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Service………….STR 313 – 591-3057

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability,

contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/ Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Personal Counseling, Sexual Assault,Substance Abuse

Birkham Health Center - 2nd Floor…………591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling-**………….STR-313** - **591-3057**

Educational & Career Counseling Center

Change Academic Programs:

COB Dean's Office ………………….BUS 200 - **591-2420**

 Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

LIBRARY (FLITE) / COMPUTER LAB HOURS

Please check on **MyFSU** and click on the FLITE tab.

COMPUTER LAB HOURS (College of Business)

Please call 591-2291 or go to BUS 104 for posted hours.

Ferris State University	**MGMT 305** **Spring 2018**

Instructor: Dr. Leslie Sukup

Student/Office Hours: Monday/Wednesday 8:30 – 10:00 AM and 12:30 – 1:00 PM, BUS Room 303. I am also available via e-mail and phone.

Office: BUS 303

Contact: 231-591-2044

E-mail: LeslieSukup@ferris.edu

Textbook: Daft, Richard (2018). The Leadership Experience (7th ed.). Southwester Cengage Learning.

ISBN: 9781337370028 (This is the Loose Leaf Verion plus the Printed Access Card for MindTap. Within MindTap you will have access to the eBook.

   OR

Daft, Richard (2018). The Leadership Experience (7th ed.). Southwester Cengage Learning.

ISBN: 9781337102360 (This is the Printed Access Card for MindTap). Within MindTap you will have access to the eBook.

Course Description:

This course provides an opportunity to learn and demonstrate the characteristics, qualities and skill sets required for effective supervision and leadership in a contemporary organization.

Couse Objectives:

- Learning Outcome 1: Assess and create a plan to develop individual leadership skills and behaviors to improve personal and professional performance.

- Learning Outcome 2: Analyze leadership concepts and styles, discipline, emotional intelligence, expectations and rewards.
- Learning Outcome 3: Develop plans for the leadership and management functions by applying critical thinking and problem solving skills through qualitative analysis.
- Learning Outcome 4: Exhibit a high level of communication capabilities, including oral, written and non-verbal.

Changes to Syllabus:

Changes to the syllabus or assignments are sometimes necessary throughout the semester and are at the discretion of the professor. All changes will be communicated to the students.

TENTATIVE CLASS SCHEDULE:

WEEK Beginning	CHAPTER MATERIAL	ASSIGNMENTS DUE
Week 1 1/8	Course Introductions/Syllabus Review Chapter 1: What Does It Mean to Be a Leader Teams Form	• Online Discussion Question and Participation due by Sunday 1/14 @ 11:59PM • Self-Assessments due by Sunday 1/14 @ 11:59PM • Syllabus Quiz due by Sunday 1/14 @ 11:59PM • View Getting Started due by Sunday 1/14 @ 11:59PM • Short Bio due by Sunday 1/14 @ 11:59PM • Form teams by Sunday 1/14 @ 11:59PM
Week 2 1/15	Chapter 10: Leading Teams	• Chapter 10 Homework Assignment due by Sunday 1/21 @ 11:59PM • Self-Assessments due by Sunday 1/21 @ 11:59PM
Week 3 1/22	Ch 2: Traits, Behaviors, and Relationships	• Online Discussion Question and Participation due by Sunday 1/28 @ 11:59PM • Self-Assessments due by Sunday 1/28 @ 11:59PM
Week 4 1/29	Ch 4: The Leader as an Individual **Case Analysis – Decision Time (Ch 10)**	• Chapter 4 Homework Assignment due by Sunday 2/4 @ 11:59PM • Self-Assessments due by Sunday 2/4 @ 11:59PM • **Case Analysis Paper due by Thursday 2/1 @ 11:59PM**

Week 5 2/5	Ch 3: Contingency Approaches to Leadership	• Online Discussion Question and Participation due by Sunday 2/11 @ 11:59PM • Self-Assessments due by Sunday 2/11 @ 11:59PM • **IDP due by 2/8 @ 11:59PM**
Week 6 2/12	Ch 5: Leadership Mind and Emotion **Case Analysis – An Impossible Dream (Ch 3)**	• Chapter 5 Homework Assignment due by Sunday 2/18 @ 11:59PM • Self-Assessments due by Sunday 2/18 @ 11:59PM • **Case Analysis Paper due by Thursday 2/15 @ 11:59PM**
Week 7 2/19	Ch 6: Courage and Moral Leadership	• Online Discussion Question and Participation due by Sunday 2/25 @ 11:59PM • Self-Assessments due by Sunday 2/25 @ 11:59PM • **Leadership Interview due by Thursday 2/22 @ 11:59PM**
Week 8 2/26	Ch 7: Followership	• Chapter 7 Homework Assignment due by Sunday 3/4 @ 11:59PM • Self-Assessments due by Sunday 3/4 @ 11:59PM
Week 9 3/5	**SPRING BREAK (MARCH 3-11)**	No Classes
Week 10 3/12	Ch 8: Motivation and Empowerment **Case Analysis – Waiting for Clearance (Ch 7)**	• Online Discussion Question and Participation due by Sunday 3/18 @ 11:59PM • Self-Assessments due by Sunday 3/18 @ 11:59PM
		☐ **Case Analysis Paper due by Thursday 3/15 @ 11:59PM**
Week 11 3/19	Ch 9: Leadership Communication	☐ Chapter 9 Homework Assignment due by Sunday 3/25 @ 11:59PM ☐ Self-Assessments due by Sunday 3/25 @ 11:59PM
Week 12 3/26	Ch 11: Developing Leadership Diversity **Case Analysis – Hunter-Worth (Ch 9)**	☐ Online Discussion Question and Participation due by Sunday 4/1 @ 11:59PM ☐ Self-Assessments due by Sunday 4/1 @ 11:59PM ☐ **Case Analysis Paper due by Thursday 3/29 @ 11:59PM**

Week 13 4/2	Ch 12: Leadership Power and Influence	☐ Chapter 12 Homework Assignment due by Sunday 4/8 @ 11:59PM ☐ Self-Assessments due by Sunday 4/8 @ 11:59PM
Week 14 4/9	Ch 13: Creating Vision and Strategic Direction **Case Analysis – The Visionary Leader (Ch 12)**	☐ Online Discussion Question and Participation due by Sunday 4/15 @ 11:59PM ☐ Self-Assessments due by Sunday 4/15 @ 11:59PM ☐ **Case Analysis Paper due by Thursday 4/12 @ 11:59PM** ☐ **Individual Development Plan Report due by Thursday 4/12 @ 11:59PM**
Week 15 4/16	Ch 15: Leading Change	☐ Chapter 15 Homework Assignment due by Sunday 4/22 @ 11:59PM ☐ Self-Assessments due by Sunday 4/22
Week 16 4/23	**Team Community Service Research Presentations**	☐ **Virtual Community Service Presentations due by Thursday 4/26** ☐ **Team Peer Evaluations due by Thursday 4/26**

* Schedule subject to changes as determined and deemed appropriate by the instructor.

Outcome	Online Discussion Questions	Homework Assignments	Case Analysis Report	Case Analysis Presentation	Team Research Community Service Project and Presentation	Leadership Interview	IDP and IDP Report	Participation in-class	Peer Review
Learning Outcome 1: Assess and create a plan to develop individual leadership skills and behaviors to improve personal and professional performance.					X		X		
Learning Outcome 2: Analyze and identify leadership concepts and styles, discipline, emotional intelligence, expectations, and rewards.	X	X	X	X	X	X		X	
Learning Outcome 3: Develop plans for the leadership and management functions by applying critical thinking and	X	X	X	X	X	X	X		

problem solving skills through qualitative analysis.									
Learning Outcome 4: Exhibit a high level of communication capabilities, including oral, written, and non-verbal	X	X	X	X	X	X	X	X	X

SYLLABUS ATTACHMENT
COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES
Learning—Excellence—Respect—Change—Diversity—Integrity—Continuous Improvement

Spring 2018- **IMPORTANT DATES**

Late Registration	Thursday – Friday	January 4 & 5
First Day of Classes	Monday	January 8
Last Day to Add/Drop (by 5PM)	Thursday	January 11
Martin Luther King Day – no classes	Monday	January 15
Mid-term Grades Due	Monday	March 5
Spring Recess – no classes	Saturday – Sunday	March 3 – 11
Last Day for "W" Grades (full semester)	Thursday	March 22
Mid-semester recess – no classes	Thursday – Sunday	March 29 – April 1
Last Day of Classes	Friday	April 27
Examination Week	Monday-Friday	April 30 – May 4
Commencement	Saturday	May 5
Grades Posted to MyFSU Account	Monday	May 7

Sessions	Dates	Drop Deadline	Withdraw Deadline
1	January 8 – April 27	January 11	March 22
Session A	January 8 – February 27	January 11	February 8
Session B	February 28 – April 27	March 12	April 10
Session D	January 8 – February 9	January 11	January 29
Session E	February 12 – March 22	February 13	March 2
Session F	March 23 – April 27	March 26	April 16

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INCOMPLETES
The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

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The Writing Center..........ASC 1017 – 591-2534
The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.
- Tutoring for many Ferris courses
- Individual help and workshops with writing skills and writing assignments for English or other courses
- Help in developing better reading and study strategies
- Workshops to help you meet the challenges of college life

Scholar Program................ASC 1025 – 591-5976
SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Service............STR 313 – 591-3057
Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web   at http://www.ferris.edu/htmls/colleges/university/disability/ Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Personal Counseling, Sexual Assault,Substance Abuse
Birkham Health Center - 2nd Floor.............591-5968
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling-............STR-313 - 591-3057
Educational & Career Counseling Center

Change Academic Programs:
COB Dean's Office ....BUS 200 - 591-2420

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Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

College of Business Department Offices

Accounting/Finance and Information Systems	BUS 212	591-2434
Management	BUS 212	591-2427
Marketing	BUS 212	591-2426
Sports/Entertainment/ Hospitality Mgmt.	WES COM	591-2382
Dean's Office	BUS 200	591-2420
Graduation Secretary	BUS 200	591-2420
Internship Programs	BUS 324	591-3049
Graduate Programs	BUS 212	591-2168

SYLLABUS
Spring 2018
MGMT 350-002 Management Metrics & Decision Making

INSTRUCTOR CONTACT INFORMATION:

INSTRUCTOR: Dr. Catherine S. Browers   **TELEPHONE:**   231-591-3145 (Office) **EMAIL**

ADDRESS: Utilize Blackboard   231-349-9926 (Cell) **OFFICE HOURS:**

   Monday and Wednesday   03:00 p.m. – 04:00 p.m.

   And by appointment

COURSE DESCRIPTION

The course covers the basic subjects needed by a manager to understand financial statements, the budgeting process, cash flow management, working capital, forecasting, monitoring and controlling capital and expense budgets, pricing strategy, cost analysis, pro forma development, avenues of corporate finance, risk analysis/management, project and corporate level valuations and international finance.

REQUIRED TEXTBOOK AND OTHER REQUIRED MATERIALS

There is **no textbook** requirement for this class. However, there is a game simulation purchase requirement that will cost you approximately $29.00 (That's the last price I received from the publisher.). Go to GoVentureCEO.com and create an account. When you purchase GoVenture CEO you will receive a "Subscription Key" that will give you access to the game. Even though you are not working with the "real" simulation until a few weeks into the semester, I think you will find it helpful to register for the GoVenture simulation as soon as possible and play with the game. Your experimentation will not be graded, but you will need to document your game strategies for credit. ☺

GoVenture Simulation: GoVenture CEO is a computer-based model that simulates a small manufacturing company. During the simulation, each decision round will be processed weekly, and will represent one quarter. Each decision round will require you (and ultimately your team) to make several decisions including marketing, human resource, operational, and financial decisions. You will also need to determine how ethical you plan to be during the course of the simulation—yes, you have a choice. The objective of this exercise is to help you experience the basic metric interactions between different functional areas of business without being overwhelmed by a mountain of detail. For this class I have chosen an air conditioning company, which I hope you will find both interesting and educational.

For the first few weeks of the course I want you to take the time to become acquainted with the dynamics of the simulation. I have scheduled each "quarter" to close on Sunday night. At the beginning of the course you will play solo rounds against the computer that will offer different business approaches from strategic (consistent) to random (nonconsistent). Have fun with this:

Spend all of your money and see how that impacts your business, or sell all of your inventory and see what happens.

Later in the course you will be assigned to a team with two or three other students, forming your own company. You will operate as one company in a market with a maximum of five other companies (teams) for the duration of the semester. However, for now I just want you to get used to the simulation. Please do the following:

Review the User Guide. You can access the online User Guide at the top of the GoVenture CEO screen once you login. Reading and understanding the User Guide is important to your success for this simulation. Trust me—ALL the information you need to work with the simulation is in the User Guide. The User Guide, along with solid practice, will help you achieve success.

Video Tutorial. For students who relate better to visual instruction, GoVenture CEO provides a Video Tutorial. However, don't replace the User Guide with this tool. The User Guide information is indexed for quick reference, which is something that is not provided by the Video Tutorial.

Student Directions Slides. GoVenture CEO offers a power point tutorial that offers very brief guides for using the GoVenture simulation. It is useful if you are in a hurry, but does not provide some of the information needed to be successful. Think of it as a synopsis that provides an overview of the simulation: A nice introduction, but you must have more to successfully play the game.

Be aware that I can see all of your actions from my side of the simulation. I can see whether or not you have practiced or watched the videos, among other things. Remember, it is your responsibility to learn and understand the simulation, and the only way this can happen is if you invest your time.

Given the nature of the course, computer access to Blackboard is required. *This is not an option!* If you do not have access at home, plan to utilize the internet resources at the Flite facility or your local library. Just remember that once you have completed your solo practice you will be operating as a member of a team, no longer the lone ranger. Your ability to communicate effectively will be important to your teammates.

CLASS FORMAT

This is a face-to-face course format that will be presented to learners over the full 15 weeks of the semester. Again, it is critical that students have computer access to Blackboard in order to complete the required assessments. Course interaction will take place between the teacher and the learner, as well as the learner and other learners.

This is a metered course, which means content will only be made available one week at a time, so all students stay on task with the same content each week. This is especially important when we get into teams. This also enables questions to be more focused each week and pertain to the subject matter being learned that week. Thus, all (15) weeks of material **will not** be made available all at once.

COURSE OBJECTIVES

After successful completion of this course, student competence is expected in several key areas of managerial metrics. The group work, readings, discussion, and other assessments that comprise this

course are intended both to develop as well as to demonstrate a student's key competencies as follows:

Learning Outcomes:
1) Understanding of bookkeeping basics, including key accounts, tax and legal requirements
2) Competency in assessing firm's financial statements to identify profit levels, cost structure, and liquidity
3) Competency in benchmarking firms performance against rivals
4) Understanding of developing and controlling capital/expense budgeting processes
5) Understanding of cash management issues
6) Understanding of working capital issues
7) Awareness of cost- and demand-based pricing strategies
8) Basic understanding of cost analysis
9) Understanding of pro forma development and utilization
10) Basic understanding of avenues of corporate finance
11) Basic understanding of risk analysis/management
12) Basic understanding of corporate valuations
13) Basic understanding of key international finance issues

COURSE ORGANIZATION

Blackboard learning environment: All course materials—syllabus, assignments, etc.—will be available on Blackboard. Please familiarize yourself with this platform as each student will be responsible for their academic progress using this system. You will want to check the site frequently for announcements offering new information and reminding you of upcoming assignments.

Student/Instructor Conversations: Students can keep in touch with me via Blackboard Course Messages and telephone. I will respond to your email received on any given day no later than close of work on the next workday, unless unforeseen circumstances prevent me from doing so. I am also available during my posted office hours. If you need to make an appointment, virtual or in person, let me know and we can connect using one of the above methods.

I will answer email questions about:
• Questions arising from difficulty in understanding course content.
• Requests for feedback about graded assignments.
• Private issues appropriate for discussion within the teacher-student relationship.
I will not answer email that
• Poses questions answered in the course information sections on the course site.
• Lacks a subject line clearly stating the purpose of the email.
• Raises an inappropriate subject.

Required Reading: Course readings can be found in the Course Library folder in Blackboard. I may add additional readings to each topic folder, so make a point of reviewing the folders for new content.

Strategy Guide (10 points): At the beginning of the course you will be required to maintain a Strategy Journal, or more specifically a "Strategy Guide". This will allow me to track your solo progress in the

simulation and offer any suggestions that I think will guide you to be more successful, if necessary. The goal is to better prepare you to be successful during the "real simulation". Each journal is worth 5 points.

Discussion Board (60 Points): During the course of the semester you will participate with other students in four discussion forums. You will be required to provide thoughtful original and response posts, in accordance with the available rubric. This is an individual, not a group, assignment so you have the opportunity to present your unique thoughts on the topic provided. Each Discussion Board assignment has a value of 15 points.

Company Plan (30 points): The first few weeks will be spent discussing metrics, strategy, and the basics of managing the financial elements of your business. This information, along with your strategy guide, will help your team to develop business targets and strategies that you want to accomplish in the simulation. This is a plan that will include a mission and vision statement, objectives and performance targets, your strategies to achieve those targets, and duties delegated to each member of the team. Think of it as a mini-business plan.

Quizzes (70 Points): There will be four quizzes during the course. The first quiz is an online quiz in the GoVenture CEO simulation that covers information located in the User Guide, and it is worth 10 points. The other three quizzes will cover course material presented each week to enhance your management knowledge and assist your ability to make good decisions in the simulation. The last three quizzes have a value of 20 points each.

Group Evaluations (30 Points): During the course of the real simulation your team will perform two group peer evaluations. The first evaluation will be assigned after the fourth quarter (1st "year" of activity). The second evaluation will be handled the same way at the end of the next four quarters (2nd "year"). Each evaluation is worth 15 points. In a real job situation, each member of a team is required to pull his or her own weight, and this exercise is intended to help you work towards that. Consistent poor participation between the first and second evaluation will have a negative impact on your final grade, which will be determined at my discretion.

Weekly Group Assignments (120 Points): During the simulation, each team will make decisions that will positively or negatively impact their weekly ("quarterly") results. Working with your team, you will use the results of your simulation decisions to complete weekly assignments that will cover the course material. Each assignment is worth 10 points.

NOTE REGARDING SIMULATION RESULTS: Since some of you lack background in the material of this course. I don't want to penalize you as you are learning. However, I do want to reward those teams who excel in the simulation. For every team that comes in first each week of the real simulation I will provide bank points to use towards your final grade. Not a bad deal. The awarding of bank points is based on quarterly, results, and will range from 1 to 3 points.

Final Group Presentation (125 Points):   At the end of the semester, each team will submit a comprehensive analysis of their simulation experience and results. The analysis will be judged on the basis of (a) the content *and support* for the results you present, (b) the completeness of your analysis, (c) the accuracy of your assessment, and (d) your presentation (i.e., effective communication, grammar,

organization, etc.) of what you present. Each team will also provide a project summary and detailed discussion in the Discussion Board forum. This assignment is worth a total of 125 points: 100 points represents the value of the project, and 25 points represents a peer evaluation of your class project presentation.

Late Assignments: Late assignments will be accepted at my discretion. A deadline is simply that; a deadline. In business your customers are less likely to do business with companies that are late. In many cases, if you miss a deadline, you will not get the business. In terms of quality, on-time performance is a standard you need to meet, every time. In fairness to your classmates who do submit assignments on time, zero points will be given for assignments that are late. Be aware that if you do get a zero because you didn't submit on time, it is not my fault for being unreasonable: It is your fault for being late.

Emailed Assignments: I do not accept assignments emailed to me directly unless I have direct evidence that blackboard is not operating properly. It is your responsibility to get the assignment submitted through Blackboard. Also, the compatibility between computers, differences in software, missing attachments, and improper formats may make it impossible for me to grade your assignment. Make sure you get it to me in a gradable format. Word and PDF formats work best.

Iterations: If an assignment is poorly done or done incompletely, I will provide specific suggestions for improvement, and I will allow iteration. As a general rule, only one such iteration (or re-submittal) is allowed per semester and should be completed within one week of my feedback unless otherwise instructed

Syllabus Revisions: There may be minor changes to the assignment schedule during the semester. The changes will be announced for the class and all you are responsible for being aware of such changes. I reserve the right to make changes in this syllabus whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class.

On-Line Expectations: I plan to offer you a valuable learning experience, and I expect us to work together to achieve this goal. Here are some general expectations regarding this course:
1. Each student must access Blackboard Course Messages for email communication. I check this site every day, and it is the quickest way for me to respond to you.
2. Readings, discussion form participation, and written assignments must be completed according to the class schedule.
3. Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.
4. Be prepared to log into Blackboard at least **once each day.** Please focus your on-line correspondence within the appropriate blackboard discussion forums so that others can learn from you.

During the course and at the end of the semester you will be invited to participate in a University evaluation of this course. Your feedback is important to the university and to me as an instructor. I encourage you to participate in the evaluation process.

Instructor Information: It is important for you as you to know what to expect from me as your instructor:
1. I will be available to you via email and phone, and I will promptly reply to your messages, as I am able.
2. I will maintain the Blackboard course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.

3. I will post weekly announcements to advise you of upcoming events or changes in the syllabus.
4. I will return all assignments to you promptly (usually within a week of the due date, with the exception of the Business Plan. I will include individualized comments and suggestions with each assignment, as necessary.
5. I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
6. I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

Instructor Discretion: *I keep track of when you sign into blackboard, as well as your participation with other members of the class. I will use my discretion to deduct up to 10% of the available course points (i.e. 60 points) for your lack of class participation.*
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UNIVERSITY POLICIES:

Withdrawal policy: Please make sure you are aware of the University's withdrawal policy. Check MyFSU or the Syllabus Attachment for the last office withdrawal date for this semester or contact the Registrar's Office.

Accommodation for students with disabilities: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at the following web address: http://www.ferris.edu/htmls/colleges/university/disability/.

Any student registered with Disabilities Services must contact the instructor as soon as possible for assistance with classroom accommodations.

Student Dignity and Harassment: This information is found on the Diversity and Inclusion Office website. It states, "Student behavior at FSU is governed by the document, *Student Dignity and Harassment Policy.* The Diversity Office advises students who have been victimized to consider doing the following:
1. If the incident is a criminal offense, report the matter to Public Safety;
2. If the incident is a non-criminal offense and involves a teacher, consider reporting the incident to the Department Head/Division Head of the teacher—if the incident is not resolved, report the incident to the Academic Dean in the college where the instructor teacher;
3. Consider reporting the incident to your Academic Advisor;
4. Regardless of offender, consider reporting the incident;
5. If you need counseling please make an appointment with one of the professional counselors at the Birkam Center;
6. Keep a journal about the incident and how it was resolved;
7. Talk to officials in the Diversity Office."

Academic Integrity: Ferris State University offers a very clear statement regarding Academic Integrity that can result in expulsion from the school. A violation of the University policy on academic integrity includes, but is not limited to, the following:

Cheating

A student may not use, or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, nor should a student give assistance, materials, information, or study aids to another student in any academic exercise.

Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.

Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic misconduct.

Interference

1. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
2. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance. *Plagiarism*

1. *Proper Acknowledgement.* A student must not adopt or reproduce ideas, words, or statements of another person, including previous work of their own submitted for previous course credit, without appropriate acknowledgment.
2. *Requirement for Acknowledgment v. Common Knowledge.* A student must give credit to the originality of others and acknowledge indebtedness whenever he or she quotes or paraphrases another person's words, either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
3. *Sources used Verbatim.* In instances where students are using content directly quoted from a source, that content MUST be indicated through the use of quotations AND properly cited both in-text and at the end of the document.

Violation of Course Rules

A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

Violation of Professional Standards and Ethics

A student must not violate the professional standards or ethical code related to one's intended profession as defined by the academic program or department.

GRADING:

GRADING SCALE

A	93%	B-	80%	D+	67%
A-	90%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	<60%

Grade Breakdown:

Strategy Guide (2 x 5)	10
Discussion Board (4 x 15)	60
Company Plan (1 x 30)	30
Quizzes (1 x 10, 3 x 20)	70
Group Evaluation (2 x 15)	30
Group Assignments (12 x 10)	120
Final Group Project Presentation	100
Project Evaluation	25
TOTAL POINTS	445

SCHEDULE

(This is a tentative schedule and subject to change. This could be a result of the pace that course material is reviewed, cancelled classes, or other unforeseen events.)

Week #:	Week Of:	Course Outcomes	Topics & Assignments
1	01/08/2018-01/14/2018	Outcome 3	Syllabus and Simulation Review Explanation of Metrics Strategy Guide Quiz #1
2	01/15/2018-01/21/2018	Outcome 3	Strategic Planning Team Formulation Strategy Guide
3	01/22/2018-01/28/2018	Outcome 1 Outcome 3	Financial Statement Review Strategy Guide Discussion Board #1 HW #1
4	01/29/2018-02/04/2018	Outcome 1 Outcome 3 Outcome 6	Cash Flow, Cash Cycle, and Cash Management Team Simulation Results for Quarter 1 (Q1)(1st Year) Team Rankings Begin Work on Company Plan HW #2

5	02/05/2018-02/11/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 6	Financial Statement Analysis Team Simulation Results for Q2 Team Rankings Company Plan Due Quiz #2 HW #3
6	02/12/2018-02/18/2018	Outcome 1 Outcome 2 Outcome 3	Leverage and Debt Analysis Team Simulation Results for Q3 Team Rankings HW #4
7	02/19/2018-02/25/2018	Outcome 1 Outcome 3 Outcome 5 Outcome 7	Cost Behavior and Pricing Strategies Team Simulation Results for Q4 (end of 1st Year) Team Rankings HW #5
8	02/26/2018-03/04/2018	Outcome 1 Outcome 2 Outcome 8	Break-Even Analysis 1st Team Evaluation Quiz #3 HW #6

	03/05/2018-03/11/2018		SPRING BREAK
9	03/12/2018-03/18/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 4 Outcome 5	Time Value of Money (TVM) and Capital Budgeting Discussion Board #2 HW #7
10	03/19/2018-03/25/2018	Outcome 1 Outcome 3 Outcome 4 Outcome 5 Outcome 6 Outcome 9	Budgeting Continue Team Simulation at Q5 (2nd Year) Team Rankings HW #8
11	03/26/2018-04/01/2018	Outcome 1 Outcome 3 Outcome 4 Outcome 5 Outcome 6 Outcome 9	Forecasting Team Simulation Results Q6 Team Rankings HW #9

12	04/02/2018-04/08/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 10 Outcome 11	Risk Management & Debt Analysis Team Simulation Results Q7 Team Rankings Discussion Board #3 HW #10
13	04/09/2018-04/15/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 12	Enterprise Valuation Team Simulation Results Q8 (end of 2nd Year) Team Rankings HW #11
14	04/16/2018-04/22/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 8 Outcome 12	Mergers and Acquisitions Global Competition Application 2nd Team Evaluation Quiz #4 HW #12
15	04/23/2018-04/29/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 5 Outcome 8 Outcome 11 Outcome 13	FINAL GROUP PROJECT PRESENTATIONS DISCUSSION BOARD PROJECT EVALUATIONS Discussion Board #4
	04/30/2018-05/04/2018		Final Exam Week **NO** **FINAL EXAM!**

MGMT 350 001	CRN 11391		David Steenstra, Professor
Managerial Metrics & Decision Making			Office: 212A IRC
Spring, 2018	COB 206	3:00 – 4:15 MW	Office Hours: M W 1:00 – 3:00
Phone: 231-591-2405			e-mail: **steensd@ferris.edu**

Textbook: **NONE.** Go to oaktreesim.com/Mogul. Click on the "create a student account" link. You can access directions for creating your account by clicking on the "getting started" help link. Enter your name, email, desired login name and password. When you get to step 2, enter Steenstra in the box for professor's name and click on the "find" box. You should see a radio button entitled 350A-Spring 18. Click the button.

Next, you will be asked for a course validation code. The code is 350A – Spring 18.

Next, you will be directed to pay pal to purchase the simulation license. It's $44. Once purchased you should be all set. Next time you log in, just enter your user name and ID and you will be in the simulation. If you cannot afford to purchase this directly, the Ferris bookstore does have passkeys that can be purchased using financial aid.

Week	Activity
01/08	Finish registering for Mogul

Review the MGMT 350 Business Review. This is a short pre-read that will help tee up the simulation.

Go back to Mogul, the on-line simulation.

Complete exercise 1: the scavenger hunt using the online student manual to find the answers. This completed exercise is due Sunday, January 14. Return by e-mail or blackboard course message, attach file.

Begin exercise 2: Play 12 Solo Practice Decisions, 1 - 12. This will help you get use to the simulation and begin to learn navigating the software. This exercise will be due in two weeks, Sunday, January 14. Your practice sessions will be recorded in the simulation software, so no submission is necessary.

Business Acumen Warm-Up Exercise: Balance Sheet

01/15   No Class Monday, 01/15. Martin Luther King Birthday

Prepare a first draft of your mission, goals, and strategic statements using the blank forms provided in the mgmt. 350 Business Review.

Business Acumen Warm-Up Exercise: Income Statement and Cash Flow

01/22   Business Acumen Warm-Up Exercise: Ratios and Analytics

01/29   Complete your first Simulation Team Decision # 1

Review and Discuss Team Decision # 1

Exercise 3: Mission, Goal, and Strategic Statement. Due Sunday, 02/04

NOTE: After we make our first two team decisions and have proper discussion, the simulation will be reset to quarter "0" again. In other words, Decision 1 & 2 will be practice the first time through. After the simulation is re-set, we will do Decision 1 & 2 again – but this time the decisions are for real.

Read workbook pages 1 – 5. The purpose of page 2 is to identify the goals and objectives of the simulation. Page 3 & 4 are the financial models for quarter "0" of the simulation. We will use this model repeatedly throughout the course. Page 5 is a brief summary of the decisions in Quarter "0" that are represented in the models on pages 3 and 4.

Exercise 4: Financial Statement Analysis. Due Sunday, 02/04

02/05   Team Decision # 2

Exercise 5: Financial Ratios

Review Team Decision # 2

After we thoroughly discuss the results from decision # 2, the simulation will be

re-set back to quarter "0". Your next team decision will be for real the next time.

Team Decision # 1. This decision is our first "real" team simulation decision.

02/12   Team Decision # 2

Quiz # 1: Financial Ratios and Component Percentages

Exercise 6: Foreign Exchange

Quiz # 1 returned with discussion as appropriate

02/19   Team Decision # 3
               Exercise 7: Break-Even Analysis

               Exercise 8: Break-Even Analysis – Part II

02/26   Team Decision # 4

Exercise 9: DuPont and EVA

Exercise 10: Budget Forecast Exercise

03/05   SPRING BREAK

03/12   Team Decision # 5

               Quiz # 2: Break-Even, DuPont, Economic Value Created

03/19   Team Decision # 6

               Quiz # 2 returned with discussion as appropriate

                 Prepare a one page summary of your results for the first four quarters. Your team will
               make a brief presentation in class.

               Team Presentations

03/26   Team Decision # 7

               Exercise 11: Risk Management Plan

Exercise 12: M & A Book Value and Good Will

Team Decision # 8

04/02   Team Decision # 9

Exercise 13: M & A Market Cap and Market Multiple

Exercise 14: M & A Price Earnings

Team Decision # 10

04/09   Team Decision # 11

Exercise 15: M & A EBITDA

Exercise 16: M & A Enterprise Value and Enterprise Multiple

Team Decision # 12

04/16   Simulation Wrap-Up. Presentation Preparation

Exercise 17: M & A Present Value

Quiz # 3 M & A

04/23   Presentation Preparation

               Exercise 18: Business Analytics Part I

               Exercise 19: Business Analytics Part II

               Exercise 20: Foreign Exchange Part II - Synopsis

               Team Simulation Presentations

04/30   Final Exam

Learning Outcomes

By the end of this course, students are expected to demonstrate competence in several key areas of managerial metrics. The simulation, exercises, quizzes, presentations, and examinations that comprise this course are intended both to develop and validate each student's competencies as follows:

1. Understanding of accounting and finance basics.

2. The ability to assess a firm's financial statements, including the evaluation of profit levels, cost   structure, and liquidity.

3. Benchmarking a firm's performance against rivals.

4. Develop and control the operating budget and the capital budget and understand the process.

5. Comprehension of the cash management process and issues.

6. Identify and discuss working capital issues.

7. Awareness of cost and demand based pricing strategies.

8. Engage in meaningful cost analysis.

9. Pro forma financial statement development and utilization.

10. Alternative options of corporate finance.

11. Basic understanding of risk analysis and management

12. Prepare a reasonable model for conducting a corporate valuation.

13. General understanding of key international finance issues.

Assessment

There are 12 practice simulation decisions and 12 "real" simulation decisions. Students are expected to attend and participate in all of these simulation decisions. There are also 20 exercises. These exercises must be submitted as specified by your professor. There cannot be make-ups with these activities. There are also 3 quizzes.

There are 1,000 possible points in this class.

- 20 exercises @ 15 points each = 300
- 3 quizzes @ 100 points each = 300
- Simulation @ 200 = 200
- Final Exam = 100
- Professor Judgement = 100

Weighting   Grading Scale

300 Points Workbook Exercises	A	92 – 100	B -	80 – 81	D+	68 – 69
300 Points Quizzes	A -	90 – 91	C +	78 – 79	D	62 – 67
200 Points Simulation	B +	88 – 89	C	72 – 77	D -	60 – 61
100 Points Final	B	82 – 87	C -	70 – 71	F	< 60
100 Points Professor Judgement						

Simulation Grading

There are five grading criteria reported after each decision period in the simulation: Sales, Net Income, Return on Sales, Return on Assets, and Sales Forecast Efficiency. The team that scores the best in each category will earn 5 points; second best 4 points; third best 3 points; etc. The team with the highest

total for all five categories will earn 200; second 190; third 180; fourth 170; fifth 160. This grade represents 20% of your overall grade.

MGMT 370: Operations Management

This syllabus may be modified by the instructor.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Anita Fagerman, Professor

Contact: Utilize Blackboard mail tool

                         Backup e-mail is fagerman@ferris.edu

Course Schedule: January 8, 2018 – May 4, 2018

Face to Face Meetings: 6:00 pm to 8:50 pm on the following Tuesdays:

- January 16
- February 27
- March 20
- April 3, 17 Room: ATC 221

COURSE DESCRIPTION

The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement. Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques on a variety of business-related problems will enhance the ability to carry out the operation's aspect of a business.

COURSE OUTCOME TOPICS:

- #1: International awareness. Understand global operations issues and strategies. This includes global sourcing, logistics, facility location, and environmental/sustainability. Articulate the reason why companies support international business such as new markets or outsourcing activities.
- #2: Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. Tools include project management (CPM), quality improvement (TQM, Six Sigma, ISO9000), process mapping, lean tools (value stream mapping, 5S, TPM).
- #3: Process control/management. Selection of processes that produce goods or service customers. Scheduling and control of resources. Understanding and apply techniques to plan output given labor, capacity and materials through tools like ERP. Tools like ERP/MRP will demonstrate the planning process.

- #4: Operational strategies. Understand the roles and drivers of operational strategy and the interrelationship to other functional area. Specific strategies to be focused on include capacity, improvement tools, and international operations.
- #5: Customer service and the expanding role of service operations. Includes relating systems to support customer demands, scheduling, and resources. Understand the role customer contact has on revenue generation, impact quality has, and the role inventory control has.
- #6*. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions.

COURSE MATERIALS REQUIRED

#	Required Materials
1	McGraw-Hill (MH) Connect • Grand Rapids signup at http://connect.mheducation.com/class/a-fagerman-spring-2018-online---gr • Cost: about $130 when bought direct • Registration opens 01/08/2018 and runs until 05/04/2018. • You may receive courtesy access for two weeks without cost. • An electronic version of the book comes with McGraw-Hill (MH) Connect (at no additional cost). The relevant textbook information is as follows: Stevenson, W. J. (2017). *Operations management* (13th ed.). New York, NY: McGraw Hill Education. • You are able to buy a hardcopy of the book, but please know it is not required. The ebook that accompanies the software should be sufficient.
2	A simple calculator for very basic math. (You may not use your phone during testing.)
3	Access to a scanner (or camera) to scan (or take a picture) of your hand written homework assignments into electronic PDF files. Name each of your files using 3 components: *FirstName LastName Item*

Other materials will be required and are available on-line through the Blackboard course room.

Course Outline using   Stevenson (2017). *Operations management* (13th ed.)

Chapter 1	Introduction to Operations Management
Chapter 2	Competitiveness, Strategy, and Productivity
Chapter 3	Forecasting
Chapter 5	Strategic Capacity Planning for Products and Services

Test 1		
Chapter 14	JIT and Lean Operations	
Chapter 6	Process Selection and Facility Layout	
Chapter 18	Management of Waiting Lines	
Chapter 8	Location Planning and Analysis	
Test 2		
Chapter 10	Quality Control	
Chapter 11	Aggregate Planning and Master Scheduling	
Chapter 12	MRP and ERP	
Chapter 13	Inventory Management	
Test 3		
Chapter 15	Supply Chain Management	
Chapter 9	Management of Quality ***Final***	
Exam *(optional)*		

45 hours

SPECIAL COURSE TECHNICAL NEEDS

Students in this mixed delivery course must use **Respondus Lockdown browser** to take tests. The browser is a secure browser for taking tests in Blackboard; it prevents users from printing, copying, or going to another application or URL. For download and installation instructions go to https://ferris.edu/it/blackboard/student_support/respondus/index.htm

Students must also have a functioning **webcam** and **microphone** for use during testing.

Your instructor will be using **Respondus Monitor**, which is a webcam feature for LockDown Browser. It records students during online, non-proctored exams. When this feature is enabled for a test, students are required to use a webcam and microphone with LockDown Browser. After the exam is complete, an instructor can review details of the assessment, even the recorded videos.

COURSE GRADING

Learnsmart Modules (14 chapters)	42 (see MH Connect)	
Assignments (14 chapters)	42 (see MH Connect) Online Quizzes (14	
chapters)	42 (see MH Connect)	
Homework	64	
In class participation	-	

- You must watch your instructor's Tegrity Lecture Capture videos for Chapters 3, 5, 14, & 6. You will lose 3 points for each missed video set (per chapter)

- You must attend & participate in 3 of 5 face-to-face classes. You will lose 6 points for each additional class you miss

Online Tests (3 total @ 150 each)	450
Final Exam (optional - replaces lowest test score)	-
Total points	640

COURSE GRADES

The following grading scale will be utilized:

Grade	Percentage	Minimum Score	Maximum Score
A	95-100	608	640
A-	90-94	576	607
B+	87-89	557	575
B	84-86	531	556
B-	80-83	512	530
C+	77-79	493	511
C	74-76	467	492
C-	70-73	448	466
D+	67-69	407	447
D	64-66	383	406
D-	60-63	365	382
F	below 60		

COURSE REQUIREMENTS

You are required to

- attend 3 of 5 face-to-face classes,
- watch your instructor's Tegrity Lecture Capture videos for four chapters,
- read each chapter,
- complete assignments, quizzes, & LearnSmart activities for each chapter,
- complete hand written homework, and.
- Take tests using Respondus Lockdown browser with a webcam and microphone. A file containing due dates and point distributions will be provided in Blackboard.

MH Connect:

Activities within McGraw-Hill Connect (i.e. Learnsmart, assignments, & quizzes) have due dates. Stay current - don't fall behind. If you forget MH Connect work, I will not reopen it. Do not wait until the semester end to report concerns.

Online Tests:

Tests will cover several chapters and will tend to be problems (requiring you to calculate math solutions) and short essays regarding topics that are related and may also include articles. The tests are created to challenge you to promote and show higher learning.

Articles & Videos

For some chapters there may be assigned articles and/or videos. The purpose of the articles and videos is to highlight current issues within industry that relates to the specific topic.

COURSE DELIVERY IS MIXED DELIVERY

This course meets five Tuesday in a face-to-face setting in Grand Rapids. Between the face-to-face sessions you will be completing work on-line through McGraw Hill Connect.

We will also use Blackboard – the on-line learning platform utilized by Ferris State University – for communications outside of the face-to-face meeting times and for homework assignments. There will be four chapters that require viewing of online lecture recordings in Tegrity. Once the course begins, all two-way communication about the course should take place within Blackboard using the mail tool.

- You can access Blackboard courses through the MyFSU Portal.
- You can access McGraw Hill Connect at the URL provided above

COURSE COMMUNICATION

Outside the face-to-face meetings, we will communicate in an **asynchronous** manner**; in an asynchronous environment, communication** and activities take place outside of real time, enabling participants to send and receive information at times convenient for them. Use Blackboard for this communication.

COURSE PARTICIPATION AND ACADEMIC INTEGRITY

Each of you is expected to **do your own work** in this course. Failure to do your own work will result in failure in this course.

COURSE TECHNICAL NEEDS

You must have regular weekly access to the internet during this course. You are expected to be able to easily navigate the web, send and receive e-mail*, utilize Microsoft Word, utilize Microsoft Excel, utilize Blackboard, utilize McGraw Hill Connect, and read PDFs. Select a simple calculator for use during the testing portion of this class. A scanner or camera is required to scan/copy your hand written homework assignments into PDF form so that you may give copies of the files to your instructor. Respondus Lockdown browser must be used with a webcam and microphone to take tests.

*If you use e-mail, use your Ferris e-mail; do not use your personal e-mail account.

DISABILITY STATEMENT

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at

http://www.ferris.edu/htmls/colleges/university/disability/. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations. More information can be found in the syllabus attachment.

INCLEMENT WEATHER

GRCC on occasion will close the campus if the weather gets really bad. If GRCC closes, our face-to-face class will be cancelled. Students should watch the local TV stations for closing information and sign up for RAVE text alerts:

> **GRCC RAVE Emergency Notification Service**
> To register for GRCC's RAVE emergency notification service, go to https://www.getrave.com/login/grcc and click on "Register" in the upper right hand corner. You can then create an account which will allow you to receive text messages regarding campus closings and other emergency situations impacting the GRCC campus.

If a face-to-face class is cancelled, your instructor will hold the class online. When a class is canceled, your instructor will confirm the class cancellation via an e-mail to each student using Ferris e-mail addresses. (Be sure to check your Ferris e-mail.) Information will be provided to you inside Blackboard detailing the online learning plan and required activities.

MISCELLANEOUS

The "Syllabus Attachment" is adopted and incorporated into this syllabus.

The key to success in this course is to complete deliverables thoroughly, accurately, thoughtfully, and on time. If you begin experiencing major difficulties, refer to the "Syllabus Attachment" located in the Blackboard course room. Of particular assistance may be the Technology Assistance Center (TAC). You can contact TAC at 231-591-4822 or toll free at 877-779-4822.

Incomplete grades should not be expected. Incomplete grades, if any, will only be issued in strict conformance with University policies.

The course officially begins January 8, 2018 and ends May 4, 2018. No work will be accepted after 11:55 pm May 4, 2018. All time periods used in this course are assumed to be in the Eastern Time Zone.

This course will move very rapidly. **<u>Do not fall behind</u>**. Do not delay in starting to work.

Expect to spend approximately 10 hours per week on this class. (10 hours is a rough average; don't be surprised if you spend as much as 10+ hours per week on this class.)

There is no EXTRA CREDIT.

RESERVATION TO CHANGE SYLLABUS

Instructor reserves the right to make modifications to the course and to this syllabus.

MGMT 370: Operations Management

This syllabus may be modified by the instructor.
Ferris State University   08/22/2017
MGMT370 Syllabus – Online Sections VL2 & VL3

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Anita Fagerman, Professor

Contact: Utilize Blackboard mail tool

Backup e-mail is fagerman@ferris.edu

Course Schedule: August 28, 2017 – December 15, 2017

COURSE DESCRIPTION

The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement. Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques on a variety of business-related problems will enhance the ability to carry out the operation's aspect of a business.

COURSE OUTCOME TOPICS:

- #1: International awareness: understand global operations issues and strategies.
- #2: Process management and improvement.
- #3: Operational strategies.
- #4: Scheduling and resource control.
- #5: Customer service and the expanding role of service operations.
- #6*. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions.

SPECIAL COURSE TECHNICAL NEED

Students in this totally online course must use **<u>Respondus Lockdown browser</u>** to take tests. The browser is a secure browser for taking tests in Blackboard; it prevents users from printing, copying, or going to another application or URL. For download and installation instructions go to http://www.ferris.edu/HTMLS/mytechsupport/ferrisconnect/student_support/resp ondus/index.htm

Students must also have a functioning **webcam** and **microphone** for use during testing.

Your instructor will be using **<u>Respondus Monitor</u>**, which is a webcam feature for LockDown Browser. It records students during online, non-proctored exams. When this feature is enabled for a test, students are required to use a webcam and microphone with LockDown Browser. After the exam is complete, an instructor can review details of the assessment, even the recorded videos.

COURSE MATERIALS REQUIRED

#	Required Materials
1	McGraw-Hill (MH) Connect • Section VL2: signup at http://connect.mheducation.com/class/a-fagerman-fall-2017-online---vl2 • Section VL3: signup at http://connect.mheducation.com/class/a-fagerman-fall-2017-online---vl3 • Cost: about $130 when bought direct • Registration opens 08/28/2017 and runs until 12/15/2017. • You may receive courtesy access for two weeks without cost. • An electronic version of the book comes with McGraw-Hill (MH) Connect (at no additional cost). The relevant textbook information is as follows: Stevenson, W. J. (2014). *Operations management* (12th ed.). New York, NY: McGraw Hill Education. • Note: we are <u>NOT</u> using the 13th edition of the Stevenson book this semester. • You are able to buy a hardcopy of the book, but please know <u>it is not required</u>. The ebook that accompanies the software should be sufficient.
2	A simple calculator for very basic math. (You may not use your phone during testing.)
3	Access to a scanner (or camera) to scan (or take a picture) of your hand written homework assignments into electronic PDF files. Name each of your files using 3 components: *FirstName* *LastName* *Item*

Other materials will be required and are available on-line through the Blackboard course room.

Course Outline using   Stevenson (2014). *Operations management* (12th ed.)

Chapter 1	Introduction to Operations Management
Chapter 2	Competitiveness, Strategy, and Productivity
Chapter 3	Forecasting
Chapter 5	Strategic Capacity Planning for Products and Services
Test 1	
Chapter 14	JIT and Lean Operations
Chapter 6	Process Selection and Facility Layout
Chapter 18	Management of Waiting Lines
Chapter 8	Location Planning and Analysis
Test 2	
Chapter 11	Aggregate Planning and Master Scheduling
Chapter 12	MRP and ERP

Chapter 13   Inventory Management
     Test 3
Chapter 15   Supply Chain Management
Chapter 9   Management of Quality *Final*
     Exam (optional)

_____45 hours

COURSE GRADING

Learnsmart Modules (13 chapters)		39 (see MH Connect)
Assignments (13 chapters)		39 (see MH Connect) Online Quizzes (13
	chapters)	39 (see MH Connect)
Homework		64
In class participation		-

You must watch your instructor's Tegrity Lecture Capture videos.   You will lose 3 points for each missed video set per chapter

Online Tests (3 total @ 150 each)	450
Final Exam (optional - replaces lowest test score)	-
Total points	631

COURSE GRADES

The following grading scale will be utilized:

Grade	Percentage	Minimum Score	Maximum Score
A	95-100	599	631
A-	90-94	568	598
B+	87-89	549	567
B	84-86	524	548
B-	80-83	505	523
C+	77-79	486	504
C	74-76	461	485
C-	70-73	442	460

D+	67-69	401	441
D	64-66	377	400
D-	60-63	359	376
F	below 60		

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Online Tests:

Tests will cover several chapters and will tend to be problems (requiring you to calculate math solutions) and short essays regarding topics that are related and may also include articles. The tests are created to challenge you to promote and show higher learning.

Articles & Videos

For some chapters there may be assigned articles and/or videos. The purpose of the articles and videos is to highlight current issues within industry that relates to the specific topic.

Class Requirements: You are
required to

- watch your instructor's Tegrity Lecture Capture videos,
- read each chapter,
- complete assignments, quizzes, & LearnSmart activities for each chapter,
- complete hand written homework, and.
- Take tests using Respondus Lockdown browser with a webcam and microphone.

A file containing due dates and point distributions will be provided in Blackboard.

COURSE DELIVERY IS 100% ONLINE

This course is completely on-line and all activities will take place through Blackboard

(the on-line learning platform utilized by Ferris State University) and McGraw Hill Connect. Once the course begins, all communication about the course should take place within Blackboard.

COURSE COMMUNICATION

Communication within this course will be **asynchronous; in an asynchronous course, communication** and activities take place outside of real time, enabling participants to send and receive information at times convenient for them.

- You can access Blackboard courses through the MyFSU Portal
- You can access McGraw Hill Connect at the URL provided on page 1

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You must have regular weekly access to the internet during this course. You are expected to be able to easily navigate the web, send and receive e-mail, utilize Microsoft Word, utilize Microsoft Excel, utilize Blackboard, utilize McGraw Hill Connect, and read PDFs. Select a simple calculator for use during the testing portion of this class. A scanner or camera is required to scan/copy your hand written homework assignments into PDF form so that you may give copies of the files to your instructor. Respondus Lockdown browser must be used with a webcam and microphone to take tests.

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http://www.ferris.edu/htmls/colleges/university/disability/. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations. More information can be found in the syllabus attachment.

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Incomplete grades should not be expected. Incomplete grades, if any, will only be issued in strict conformance with University policies.

The course officially begins August 28, 2017 and ends December 15, 2017. No work will be accepted after 11:55 pm December 15, 2017.

All time periods used in this course are assumed to be in the Eastern Time Zone.

If you use a MacIntosh system, it is your responsibility to confirm all Deliverables are displayed properly on a Microsoft system. If discrepancies are found (by you) you must inform your Instructor within 5 days of your Instructor's feedback to you; you may be required to submit additional documentation (such as a PDF version of each Deliverable) if discrepancies exist.

This course will move very rapidly as we are completing an entire semester of work in just over six weeks. **Do not fall behind**. Do not delay in starting to work.

Expect to spend approximately 20 hours per week on this class. (20 hours is a rough average; don't be surprised if you spend as much as 20+ hours per week on this class.)

 There is no EXTRA CREDIT.

RESERVATION TO CHANGE SYLLABUS

Instructor reserves the right to make modifications to the course and to this syllabus.

Ferris **State** **University**	**MGMT 370** **Online: Spring 2018**

Instructor: Dr. Steven B. Lyman

Office Hours: Tuesday/Thursday 8:00-9:30, Tuesday 1:15-2:00 in COB rm 336. I am online usually every day and I usually respond within 24 to 48 hours with the exception of weekends and holidays.

Contact: 231-591-2469,

E-mail: lymans@ferris.edu **or Within Blackboard (best method)**

Course Description:

The course focuses on strategies, processes and techniques used from material acquisition to production and finally through delivery of a product or service. Students will learn about operational efficiency and effectiveness and how this relates to product/service costs. Operations focus on the supply side of the supply and demand relationship where marketing and consumer create demand. Extensive use of discussion related to current topics and publications (Business Week and Wall Street Journal) will be used so students can apply the concepts to real life industries. The student will also develop a working knowledge of what the various issues and concepts are in operations like: Lean Manufacturing, Supply Chain Management, Operation Strategies, Value Stream Mapping, Kaizen, and various elements of Quality from ISO 9000 to Six Sigma.

Learning Objectives and Outcome:

The objective of this course is to develop awareness of current methods used in operations, both in manufacturing and service industries. The general categories of outcome base learning are International, Social/Ethical Responsibility, Sustainable/Environmental, Processes management: Mfg/Service, HR/Organizational Issue, and Technology. Collectively, discussions, problems, and cases, required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:

1. Awareness and understand of global operations issues and strategies within manufacturing and service organizations.

2. Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement.

3. Demonstrate understanding of operational strategies; capacity, location, layout/flow, quality, supply management, and lean.

4. Understand and demonstrate scheduling and resource control and its impact on customers.

Outcomes & Measurable	Class projects	Quizzes & Tests	Homework	Special Projects
1. Awareness and understand of global operations issues and strategies within manufacturing and service organizations.	X	X		X
2. Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement.	X	X	X	X
3. Demonstrate understanding of operational strategies; capacity, location, layout/flow, quality, supply management, and lean.	X	X	X	
4. Understand and demonstrate scheduling and resource control and its impact on customers.		X		X

Required Text & Readings:

1) Stevenson, W. J., Operations Management, 2018, 13th edition, ISBN: 9781260234190. This is a complete package with Connect and loose-leaf Book. (about $140)

2) In addition, there will be assigned reading for most chapters. These articles will be found with Blackboard, Articles icon on the home page which is a URL link to the Library. These articles will not cost anything and will be part of each chapter's discussions and will enhance understanding.

3) Your section is paired between blackboard and MH Connect so you can access MH either by going through Blackboard (**have to first time, see Learning Module Week 1**) or going direct to MH Connect.

Materials for Grading (Please note: all attached documents (excel and word) are to be in Office 2003 version or higher.) Please note that there are 15 chapters. All assignment types involve questions to be answer for points.

Introduction	15
Problems: in Learning Module (20 pts each)	40
Quizzes: 20 points each, (15 quizzes)	300 (MH Connect)
Learnsmart Module (15@ 5 pts each)	75 (MH Connect)
Chapter Assignments (15 but pts vary)	115 (MH Connect)
Discussion (8@15 pts-answer & 5pts*2 responses)	200
Total points	645

Grading Scale (these are percentages)

A	95-100	B-	80-83.9	D+	67-69.9
A-	91-94.9	C+	77-79.9	D	64-66.9
B+	87-90.9	C	74-76.9	D-	60-63.9
B	84-86.9	C-	70-73.9	F	0-59.9

Learning Modules list due dates for each weeks work, stay current, don't fall behind. If you miss a discussion or any work for an excused reason (athletics or family emergencies), you have ONE DAY after due date to notify me and complete the work. No exceptions! Do not wait until the semester end and expect any consideration (requesting MH connect assignments to be reopened). If you have a systems connection issue, notify me when it happens so I can reset the quiz or address problem. Special Note: Missed Quizzes will NOT be reopened or extended after due date. NO EXTRA CREDIT PROJECTS or PAPERS will be given, extra credit can be found in Discussion only. You must inform me of any issues or problems with MH Connect (Learnsmart, quizzes, and Assignments). Failure to try the MH Connect Assignments during the allotted week will result in no extensions except for excused reasons. Learnsmart, Quizzes, and Assignments involve questions which are graded for points and will show up in MH connect and blackboard. Check your points within MH Connect Often, Blackboard may take a day or two to show grades. For the first several weeks I will be sending out "At Risk" reports within McGraw Hill to those students who are falling behind, you are required to figure out what you are missing!

MH Connect

You have many graded activities within MH Connect which start in week one. See above for details on number of points per activity. Learnsmart used interactive questions linked to the e-book so you can find

and learn the materials. Quizzes test your knowledge and are similar to learnsmart. Assignments involve question related to either a video or series of math problems. If the computer system does not show your grade or points, either for learnsmart, quizzes, or assignment, within a day past the due date please contact me and MH connect (800-331-5094). ***DO NOT WAIT UNTILL THE END OF CLASS, I WILL NOT FIX IT AT THAT TIME Nor Give POINTS FOR MISSED MATERIALS.*** So notify me no later than 1 day from due date of work if you have a problem.

Chapter Quizzes

Quizzes will be utilized as a measure of your growing understanding. Quizzes are available on-line through MH Connect, with one attempt per chapter. Students may do their quizzes "open book" but remember there is a time limitation. **Once you start you must finish**, you can't stop and come back later. Time is limited to 60 minutes for 20 questions so keep your speed up.

Problems

Under certain Learning Modules in Blackboard you will find a file with a problem to assist you in doing problems in the midterm and final.

Projects

Under certain Learning Modules in Blackboard you will find a file with a project which you may work with others or by yourself. Submit your answer on Blackboard assignment for credit.

Articles

The purpose of the articles is to highlight current issues within industry that relates to the specific topic. The articles should also be used to support some of the discussion/responses.

Discussion Policy/Points (only area where extra credit is available)

There will be discussion which will cover a topic within specific chapters. You will be required to meet curtain requirements. Being active in discussions (see Blackboard discussion icon on left tool bar) is critical in online learning. I will be posting questions each week on many chapters. I recommend taking your experiences, the articles (from "Articles & Powerpoints" Icon), the book, plus the internet to formulate your answers. Students will answer the questions online by threaded links to the posted question. This way I know you are answering the question and not just responding to a classmate. Please limit your answers to one or two pages, or 300 to 800 words. Answers for the original question are worth up to 15 points each. **Note:** First responders to questions will receive more credit. Late or last minute responses which restate past answers from fellow students will be graded down or not receive full credit. If you respond later in the time period, then be creative if you wish to receive full credit. I look for references to other books, articles, or

web sites related to the topic. If you have a position, support with other sources. All discussion must be complete by the due date.

Two responses are required and are worth 5 points each and involves your treaded links responses to your online classmates. Remember: **You will need to respond twice**. For example, post your answer to a question a discussion, then go and read two answers from other classmates and respond with a short comments which ranges from 100 to 200 words or more. *You may also respond to additional student responses and may be counted for extra credit (up to 5 pts per discussion and each response after the initial 2 is worth 1 to 2 pts each for 5 more extra credit points).* I will read every student response. The number and quality of answers and responses will be graded. I **strongly encourage different viewpoints and tend to give better grades or added extra points**. Simply responding to classmate (friend) with an "I agree ….", "Great job on your answer …" is a limited response and is graded accordingly if at all. If you say "I agree BUT…." This peaks my interest, creates discussion, and enhances grading!

There will be numerous discussions and are students will need to check the learning Module in Blackboard to see which week and the topic of discussion. Also check the syllabus "class schedule" (below) for the specific week.

Discussion Grading Rubrics:

Individual and group grades on cases and discussion will be based on:

	Discussion Answer	Discussion Response
Depth of Analysis (sect I to III) 8 section too Sect II & III	15 pts (5 pts per sect part)	5 pts/each
Professionalism, quality of writing	(subtraction of points 3)	(subtraction of points 1-2)

Class Schedule and outcome assessment (see Learning Modules for Dates):

							Measurable	Outcomes	
Date s	Topic	Assignment	Process Control	Process Improvement	Operation Strategy	Internation Operations	Sustainable Business	Customer Service
Week 1	Chapter 1: Intro to Operations Management	Do Introduction Learnsmart ch 1 Ch 1 quiz Assignment ch1			X		X	X

Week	Chapter	Assignments						
Week 2	Chapter 2: Operations Strategy in a Global Environment	**Discussion** Learnsmart ch2 Ch 2 quiz Ch 2 assignment	X			X	X	X	X
Week 3	Chapter 3: Forecasting	Learnsmart ch3 Ch 3 quiz Assignment ch3	X			X			X
Week 4	Chapter 4: Product & Service design	Learnsmart ch4 Ch 4 quiz Assignment ch4		X				X	X
Week 5	Chapter 5: Strategic Capacity Planning	Discussion Learnsmart ch5 Ch 5 quiz Assignment ch5	X	X	X	X			X
Week 6	Chapter 6 & 18 Process Selection and Layout	Learnsmart ch 6 & Learnsmart ch 18 Ch6 Assignment ch 6	X			X	X	X	
Week 7	Chapter 8: Location Strategies	Learnsmart ch8 Ch 8 quiz Assignment ch8				X	X	X	X
Week 8	Chapter 9: Management of Quality	Learnsmart ch9 Ch 9 quiz Assignment ch9	X	X					
Week 9	Chapter 10 Quality	Learnsmart ch10 Ch 10 quiz Assignment ch10	X	X					
Week 10	Chapter 11: Aggregate Plan & MPS	Learnsmart ch 11 Ch 11 quiz Assignment ch 11	X				X		X
Week 11	Chapter 12 MRP	Learnsmart ch 12 Ch 12 quiz Assignment ch 12	X	X					X

Week	Topic	Activities						
Week 12	Chapter 16 Scheduling	Learnsmart ch 16 / Ch 16 quiz / Assignment ch 16						
Week 13	Chapter 13: Inventory Control	**Discussion** / Learnsmart ch 13 / Ch 13 quiz / Assignment	X	X	X			X
Week 12	Chapter 14: JIT and Lean	Discussion / Learnsmart ch14 / Ch14 quiz / Assignment ch14	X			X	X	
Week 14	Chapter 15: Supply Chain Management	**Discussion** / Assignment ch15 / Learnsmart ch15 / Quiz ch15			X	X		X
Week 15	No Final							

Links Related to Subject:

Operations and supply management topics and training: www.apics.org

Purchasing and supply management topics and training: www.ismggr.org or www.napmgrr.org

Logistics and Distribution topics: www.mi-clm.org

Quality Management topics and training: www.asq.org

Quality and Six Sigma topics and training: www.isixsigma.com

Project Management topics and training: www.pmi.org

<u>Final Note</u>

I reserve the right to make needed and appropriate adjustments in this syllabus.

Bio

Dr. Lyman came to FSU's College of Business in May 2002, after teaching for 3 years at Eastern Michigan University and 5 years at Michigan State University. He has taught courses in Industrial Distribution, Quality Management, Purchasing, and Operations Management. Professor Lyman currently teaches courses in Operations Management and Logistics and serves as the faculty advisor the student chapter of American Production and Inventory Control Society (APICS) at FSU.

Prior to his academic endeavors, Steve served in numerous leadership roles in the automotive industry for over 13 years. During his years at General Motors Lansing Assembly, he was an industrial engineer working with suppliers in the Just-In-Time program. More recently, Steve served as Supplier Develop Engineer and later as Buyer and Materials Manager for TRW Commercial Steering Division. His duties included implementing various supply chain management initiatives along with assisting in the installation of SAP, ISO 9000 certification, and lean production.

Steve holds certifications with the American Production and Inventory Control Society (CPIM), Institute of Supply Management (formerly NAPM) (C.P.M.), and with American Society of Quality (CQA). He is also a certified lead auditor for ISO/QS 9000 and has conducted over 20 quality audits. Steve is also an active member of the Decision Sciences Institute and the Society for Case Research. Steve has recently published articles in both in *Inside Supply Management* and *APICS The Performance Advantage*. He has also published in *International Journal of Operations & Production Management* on issues of supply management and also in both the *International Journal of Production Research* and *Simulation* journals.

Ferris State University	MGMT 370 Online: Spring 2018

Instructor: Dr. Steven B. Lyman

Office Hours: Tuesday/Thursday 8:00-9:30, Tuesday 1:15-2:00 in COB rm 336. I am online usually every day and I usually respond within 24 to 48 hours with the exception of weekends and holidays.

Contact: 231-591-2469,

E-mail: lymans@ferris.edu **or Within Blackboard (best method)**

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3. Demonstrate understanding of operational strategies; capacity, location, layout/flow, quality, supply management, and lean.

4. Understand and demonstrate scheduling and resource control and its impact on customers.

Outcomes & Measurable	Class projects	Quizzes & Tests	Homework	Special Projects
1. Awareness and understand of global operations issues and strategies within manufacturing and service organizations.	X	X		X
2. Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement.	X	X	X	X
3. Demonstrate understanding of operational strategies; capacity, location, layout/flow, quality, supply management, and lean.	X	X	X	

4. Understand and demonstrate scheduling and resource control and its impact on customers.		X		X

Required Text & Readings:

1) Stevenson, W. J., Operations Management, 2018, 13th edition, ISBN: 9781260234190. This is a complete package with Connect and loose-leaf Book. (about $140)

2) In addition, there will be assigned reading for most chapters. These articles will be found with Blackboard, Articles icon on the home page which is a URL link to the Library. These articles will not cost anything and will be part of each chapter's discussions and will enhance understanding.

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Total points	645

Grading Scale (these are percentages)

A	95-100	B-	80-83.9	D+	67-69.9
A-	91-94.9	C+	77-79.9	D	64-66.9
B+	87-90.9	C	74-76.9	D-	60-63.9
B	84-86.9	C-	70-73.9	F	0-59.9

Learning Modules list due dates for each weeks work, stay current, don't fall behind. If you miss a discussion or any work for an excused reason (athletics or family emergencies), you have ONE DAY after due date to notify me and complete the work. No exceptions! Do not wait until the semester end and expect any consideration (requesting MH connect assignments to be reopened). If you have a systems connection issue, notify me when it happens so I can reset the quiz or address problem. Special Note: Missed Quizzes will NOT be reopened or extended after due date. NO EXTRA CREDIT PROJECTS or PAPERS will be given, extra credit can be found in Discussion only. You must inform me of any issues or problems with MH Connect (Learnsmart, quizzes, and Assignments). Failure to try the MH Connect Assignments during the allotted week will result in no extensions except for excused reasons. Learnsmart, Quizzes, and Assignments involve questions which are graded for points and will show up in MH connect and blackboard. Check your points within MH Connect Often, Blackboard may take a day or two to show grades. For the first several weeks I will be sending out "At Risk" reports within McGraw Hill to those students who are falling behind, you are required to figure out what you are missing!

MH Connect

You have many graded activities within MH Connect which start in week one. See above for details on number of points per activity. Learnsmart used interactive questions linked to the e-book so you can find and learn the materials. Quizzes test your knowledge and are similar to learnsmart. Assignments involve question related to either a video or series of math problems. If the computer system does not show your grade or points, either for learnsmart, quizzes, or assignment, within a day past the due date please contact me and MH connect (800-331-5094). ***DO NOT WAIT UNTILL THE END OF CLASS, I WILL NOT FIX IT AT THAT TIME Nor Give POINTS FOR MISSED MATERIALS.*** So notify me no later than 1 day from due date of work if you have a problem.

Chapter Quizzes

Quizzes will be utilized as a measure of your growing understanding. Quizzes are available on-line through MH Connect, with one attempt per chapter. Students may do their quizzes "open book" but remember there is a time limitation. **Once you start you must finish**, you can't stop and come back later. Time is limited to 60 minutes for 20 questions so keep your speed up.

Problems

Under certain Learning Modules in Blackboard you will find a file with a problem to assist you in doing problems in the midterm and final.

Projects

Under certain Learning Modules in Blackboard you will find a file with a project which you may work with others or by yourself. Submit your answer on Blackboard assignment for credit.

Articles

The purpose of the articles is to highlight current issues within industry that relates to the specific topic. The articles should also be used to support some of the discussion/responses.

Discussion Policy/Points (only area where extra credit is available)

There will be discussion which will cover a topic within specific chapters. You will be required to meet curtain requirements. Being active in discussions (see Blackboard discussion icon on left tool bar) is critical in online learning. I will be posting questions each week on many chapters. I recommend taking your experiences, the articles (from "Articles & Powerpoints" Icon), the book, plus the internet to formulate your answers. Students will answer the questions online by threaded links to the posted question. This way I know you are answering the question and not just responding to a classmate. Please limit your answers to one or two pages, or 300 to 800 words. Answers for the original question are worth up to 15 points each. **Note:** First responders to questions will receive more credit. Late or last minute responses which restate past answers from fellow students will be graded down or not receive full credit. If you respond later in the time period, then be creative if you wish to receive full credit. I look for references to other books, articles, or web sites related to the topic. If you have a position, support with other sources. All discussion must be complete by the due date.

Two responses are required and are worth 5 points each and involves your treaded links responses to your online classmates. Remember: **You will need to respond twice**. For example, post your answer to a question a discussion, then go and read two answers from other classmates and respond with a short comments which ranges from 100 to 200 words or more. ***You may also respond to additional student responses and may be counted for extra credit (up to 5 pts per discussion and each response after the initial 2 is worth 1 to 2 pts each for 5 more extra credit points).*** I will read every student response. The number and quality of answers and responses will be graded. I **strongly encourage different viewpoints and tend to give better grades or added extra points**. Simply responding to classmate (friend) with an "I agree ….", "Great job on your answer …" is a limited response and is graded accordingly if at all. If you say "I agree BUT…." This peaks my interest, creates discussion, and enhances grading!

There will be numerous discussions and are students will need to check the learning Module in Blackboard to see which week and the topic of discussion. Also check the syllabus "class schedule" (below) for the specific week.

Discussion Grading Rubrics:

Individual and group grades on cases and discussion will be based on:

	Discussion Answer	Discussion Response

Depth of Analysis (sect I to III) 8 section too Sect II & III	15 pts (5 pts per sect part)	5 pts/each
Professionalism, quality of writing	(subtraction of points 3)	(subtraction of points 1-2)

Class Schedule and outcome assessment (see Learning Modules for Dates):

					Measurable		Outcomes	
Dates	Topic	Assignment	Process Control	Process Improvement	Operation Strategy	Internation Operations	Sustainable Business	Customer Service
Week 1	Chapter 1: Intro to Operations Management	**Do Introduction** **Learnsmart ch 1** **Ch 1 quiz** **Assignment ch1**			X		X	X
Week 2	Chapter 2: Operations Strategy in a Global Environment	**Discussion** Learnsmart ch2 Ch 2 quiz Ch 2 assignment	X		X	X	X	X
Week 3	Chapter 3: Forecasting	Learnsmart ch3 Ch 3 quiz Assignment ch3	X		X			X
Week 4	Chapter 4: Product & Service design	Learnsmart ch4 Ch 4 quiz Assignment ch4		X			X	X
Week 5	Chapter 5: Strategic Capacity Planning	Discussion Learnsmart ch5 Ch 5 quiz Assignment ch5	X	X	X	X		X
Week 6	Chapter 6 & 18 Process Selection and Layout	Learnsmart ch 6 & Learnsmart ch 18 Ch6	X		X	X	X	

		Assignment ch 6						
Week 7	Chapter 8: Location Strategies	Learnsmart ch8 Ch 8 quiz Assignment ch8			X	X	X	X
Week 8	Chapter 9: Management of Quality	Learnsmart ch9 Ch 9 quiz Assignment ch9	X	X				
Week 9	Chapter 10 Quality	Learnsmart ch10 Ch 10 quiz Assignment ch10	X	X				
Week 10	Chapter 11: Aggregate Plan & MPS	Learnsmart ch 11 Ch 11 quiz Assignment ch 11	X			X		X
Week 11	Chapter 12 MRP	Learnsmart ch 12 Ch 12 quiz Assignment ch 12	X	X				X
Week 12	Chapter 16 Scheduling	Learnsmart ch 16 Ch 16 quiz Assignment ch 16						
Week 13	Chapter 13: Inventory Control	**Discussion** Learnsmart ch 13 Ch 13 quiz Assignment	X	X	X			X
Week 12	Chapter 14: JIT and Lean	Discussion Learnsmart ch14 Ch14 quiz Assignment ch14	X			X	X	
Week 14	Chapter 15: Supply Chain Management	**Discussion** Assignment ch15 Learnsmart ch15 Quiz ch15			X	X		X
Week 15	No Final							

Links Related to Subject:

Operations and supply management topics and training: www.apics.org

Purchasing and supply management topics and training: www.ismggr.org   or www.napmgrr.org

Logistics and Distribution topics: www.mi-clm.org

Quality Management topics and training: www.asq.org

Quality and Six Sigma topics and training: www.isixsigma.com

Project Management topics and training: www.pmi.org

Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

Bio

Dr. Lyman came to FSU's College of Business in May 2002, after teaching for 3 years at Eastern Michigan University and 5 years at Michigan State University. He has taught courses in Industrial Distribution, Quality Management, Purchasing, and Operations Management. Professor Lyman currently teaches courses in Operations Management and Logistics and serves as the faculty advisor the student chapter of American Production and Inventory Control Society (APICS) at FSU.

Prior to his academic endeavors, Steve served in numerous leadership roles in the automotive industry for over 13 years. During his years at General Motors Lansing Assembly, he was an industrial engineer working with suppliers in the Just-In-Time program. More recently, Steve served as Supplier Develop Engineer and later as Buyer and Materials Manager for TRW Commercial Steering Division. His duties included implementing various supply chain management initiatives along with assisting in the installation of SAP, ISO 9000 certification, and lean production.

Steve holds certifications with the American Production and Inventory Control Society (CPIM), Institute of Supply Management (formerly NAPM) (C.P.M.), and with American Society of Quality (CQA). He is also a certified lead auditor for ISO/QS 9000 and has conducted over 20 quality audits. Steve is also an active member of the Decision Sciences Institute and the Society for Case Research. Steve has recently published articles in both in *Inside Supply Management* and *APICS The Performance Advantage*. He has also published in *International Journal of Operations & Production Management* on issues of supply management and also in both the *International Journal of Production Research* and *Simulation* journals.

Ferris State University	MGMT 370 Fall 2017 - MW 12 pm

Instructor: Dr. Carol Rewers

       Campus Office Location: BUS 358

       Campus Office Phone: (231) 591-2447

       E-Mail: Ferris Blackboard Course email

       Campus Office Hours – Mon & Wed. 11:00 am-12:00pm and Wed's 1:00-3:00pm.

The above office hours are in effect from 8/28/2017 – 12/8/2017. Office hours by appointment only during final exam week, at a mutually convenient time, although most questions can be handled via our course email or phone.

Course Description:

This course focuses on strategies, processes, and techniques used from material acquisition to production and finally through delivery of a product or service. Students will learn about different tools/techniques that will help improve an organization's efficiency, effectiveness, and overall organizational costs. Operations focus on the supply side of the supply and demand relationship where marketing and consumer create demand. Extensive use of discussion related to current topics and publications (Business Week and Wall Street Journal) will be used so students can apply concepts covered to real life industries. Student will also develop knowledge of what the various concepts and issues are in operations like: Lean Manufacturing, Supply Chain Management, Operation Strategies, Value Stream Mapping, and various elements of Quality from ISO 9000 to Six Sigma.

Learning Objectives and Outcome:

The objective of this course is to develop awareness of current methods used in operations, both in manufacturing and service industries. The general categories of outcome base learning are International, Social/Ethical Responsibility, Sustainable/Environmental, Processes management: Mfg/Service, HR/Organizational Issue, and Technology. Collectively, classroom discussions, assignments, problems, quizzes/tests, and/or cases required for this course are intended to develop an awareness of operational issues; as well as, to demonstrate the key operational learning objectives that students have learned throughout the semester, including:

- Outcome #1: International awareness, understand global operation's issues and strategies. This includes global sourcing, logistics, facility location, and environmental/sustainability. Students will be able to articulate the reason(s) why companies support international business such as new markets or outsourcing activities and be able to identify some of the potential risks of sourcing from other countries.

- Outcome #2: Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. Tools covered include quality improvement techniques (TQM, Six Sigma, ISO 9000), process mapping, lean (value stream mapping, 5S, TPM, project management, and use of policies and procedures that provide standardization and operational control.

- Outcome #3: Operational strategies. Students will understand the roles and drivers of operational strategy and the interrelationship to other functional area. Specific strategies focused on include: capacity, location, layout/flow, quality, and lean.

- Outcome #4: Customer service and the expanding role of service operations. Students will understand the important role that production/service design, manufacturability/serviceability, scheduling, inventory and supply chain management has on meeting and/or exceeding customer expectations and revenue generation.

- Outcome #5: Scheduling and resource control. Students will be able to develop demand forecast, aggregate and material requirement plans, and develop personnel and inventory schedules.

Required Text & Readings:

1) Stevenson, W. J., Operations Management, 2015, 12th edition **or** McGraw-Hill Operations Management Student Value Edition. ISBN: 9781308284439 **or** an electronic version of the text. You will also need a McGraw Hill "access code".

2) For access to course study modules, quizzes, and the homework lab, simply access our Blackboard class and at the bottom of the Week One Learning Module you will see the McGraw Hill LS (learnsmart) and quiz links. Clink on either McGraw Hill link and the system will automatically connect you to McGraw's registration website. Follow the prompts and either enter the access code you've purchased through bookstore, or purchase your text/access code directly via McGraw Hill.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points for the entire class. ***Keep in mind, if you fail to complete an assignment, the system records in the "student view" only those items you've "attempted" – so please make sure you refer to the total points possible for the class when calculating your grade throughout the semester.*** Students can calculate their standing at any given point in time by dividing the points they've earned to date by the total possible points for all class assignments to date (Example: 540 points earned / 745 total possible points = 72.4% = "C-"). The total points possible for the class are allocated as followed:

Materials for Grading

Ch. Study Modules (13 @ 10pts each)	130
Quizzes: (13 @ 15 pts)	195
Assignments/Homework (12 @ 10 pts)	120

In-class Tests (best 3 out of 4 @ 100 each)	300
*Extra Credit -In-class, pop quizzes or assignments	2-10 pts*
Total points	745

 Grading Scale (these are percentages)

A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	0 -59

Chapter Quizzes/Exams

Weekly quizzes can be found in our Blackboard learning module via the McGraw Hill Connect link. A total of 13 quizzes will be taken throughout the term, plus three (3) in seat exams, and an in seat final comprehensive exam that will be administered during final exam week.

Each online quiz will cover a chapter. Students may do their quizzes "open book" but remember there is a time limitation. Quizzes usually have time limit of 40-50 minutes depending on chapter content – be sure to note the specific time limits before beginning each quiz.

The in-seat exams will cover multiple chapters and will be drawn from material covered in the text, materials/articles distributed in class, videos, etc. The exams will consist of T/F, multiple choice, and multiple problems. It is highly recommended that you show your work related to any problems for partial credit considerations.

In calculating final grades, I will use your best 3 out of the 4 exams offered during the semester. If you will be attending a university sponsored activity, you must notify me *in advance* of your intended exam absence and make pre-arranged plans either immediately before or after your departure/return to take the exam. Regarding non-university related exam day absences; **verifiable documentation will be required** and only for extenuating circumstances. *Anyone who misses an exam (1-3) without a verified excuse (medical, hospitalization, death of an immediate family member, etc.) will not have an opportunity to take a "makeup" exam (1-3). In which case, the final comprehensive exam that is administered during final exam week will serve as your third and final exam. If the optional final comprehensive exam is missed, no makeup final comprehensive exam alternative will be provided and any exams previously taken will be used to calculate your final course grade.*

Note, once or twice a semester a "pop" quiz or assignment will be given in class. The "pop" quiz or problem based assignment will be competed in class and counted as "extra credit". Individuals not present when the "pop" quiz or problem assignment is given will be ineligible to make up extra credit activity.

Assignments-Homework and Learn Smart

Throughout the semester you will be completing weekly Learn Smart study modules and assignments. These modules and assignments can be found in their corresponding weekly Blackboard learning module via the McGraw Hill Connect link. The modules provide students an opportunity to read important chapter content and respond to questions. The chapter assignments will consist of interactive case videos, questions, and problems. Note, approximately 1-2 times during the semester an assignment may be handed out in class in lieu of the McGraw-Hill site assignment. If you are absent when the assignment is handed out, it is *your responsibility* to obtain and submit your question responses by the due date. Refer to the course schedule and/or the assignments for posted due date.

**Note: It is highly recommended that students complete all McGraw Hill study modules, assignments and quizzes well in advance of the assigned chapter's due date. Keep in mind, these items are "available/open" for at least a week; which is usually sufficient time to accommodate those who are involved with university approved travel and/or work related activities. If you know you will be absent from class when a quiz or assignment is due, it is your responsibility to complete the assignment in advance.

Absolutely no end of semester request to make up any past due assignments, quizzes/exams, study modules or request for individualized extra credit will be considered.

Classroom Policies:
It is my hope that we can develop a classroom environment that is interactive and fosters meaningful dialogues pertaining to operations management. To promote such a learning environment and as a courtesy to others, use of cell phones, ipods/pads, tablets, headphones, watches, or other electronic devices are not permitted during class time. Socializing while class is in session, wandering in and out of the classroom, or arguing in a way that is rude or disrespectful to the instructor or other students will not be tolerated. **If addressed and such behavior persists, the student will be withdrawn from the course and receive an "F" for a course grade.**

Academic Integrity/Dishonesty:

Each student is expected to present his or her own work. All quizzes and examinations, or any other assignment(s) must be original. Cases of academic dishonesty may be referred to the Student Discipline Committee. Academic dishonesty includes plagiarism, cheating, forgery, or other acts. The usual penalty for academic dishonesty can include failing the assignment, exam, course, and/or expulsion from the University.

Links Related to Subject:

Operations and supply management topics and training:	www.apics.org
Purchasing and supply management topics and training:	www.ismggr.org or www.napmgrr.org
Logistics and Distribution topics:	www.mi-clm.org
Quality Management topics and training:	www.asq.org
Quality and Six Sigma topics and training:	www.isixsigma.com
Project Management topics and training:	www.pmi.org

Tentative Class Schedule and Outcome Assessment:

Wk of	Topic	Assignment	Measurable	Outcomes				
			Process Control	Process Improvement	Operation Strategy	International Operations	Sustainable Business	Customer Service
8/28	Chapter 1: Intro to Operations Management	Ch 1 Study Module, On-line quiz	X	X	X	x	X	X
9/4	*No Class 9/4 Labor Day. Chapter 2: Operations Strategy	Ch 2 Study Module, On-line quiz & assignment 1			X	X	X	X
9/11	Chapter 3: Forecasting	Ch 3 Study Module, On-line quiz & assignment 2		X	X		X	X
9/18	Chapter 3 cont. & Chapter 5: Capacity Planning	Ch 5 Study Module, On-line quiz & assignment 3	X	X	X		X	X
9/25	Chapter 5: Capacity Planning Cont Exam 1 (Wed)	Covers Ch 1-3 & 5	X	X	X			
10/2	Chapter 6: Process Selection and Layout	Ch 6 Study Module, On-line quiz & assignment 4	X	X	X		X	X
10/9	Chapter 8: Location	Ch 8 Study Module, On-line quiz & assignment 5	X	X	X	X	X	X
10/16	Chapter 9: Quality Chapter 11: Aggregate Planning	Ch 9 Study Module, On-line quiz & Assignment 6 (Handout)	X		X	X	X	X
10/23	Chapter 11: Aggregate Planning Cont	Ch 11 Study Module, On-line quiz & assignment 7	X	X			X	X

Date	Topic	Assignment						
	Exam 2 (Wed)	Cover Ch 6, 8-9 &11.						
10/30	Chapter 12 MRP & ERP	Ch 12 Study Module, Online quiz & assignment 8	X	X	X			X
11/6	Chapter 13: Inventory Control	Ch 13 Study Module, On-line quiz & assignment 9	X	X	X			X
11/13	Chapter 14: JIT and Lean	Ch 14 Study Module, On-line quiz & assignment 10 (Handout)	X	X	X	X	X	X
11/20	Chapter 15: Supply Chain Management *No Class 11/22 Happy Thanksgiving!	Ch 15 Study Module, On-line quiz & assignment 11	X	X				X
11/27	Chapter 15: SCM Cont. Chapter 16: Scheduling	Ch 16 Study Module, On-line quiz & assignment 12	X		X		X	X
12/4	Chpt. 16 Scheduling Cont. Exam 3	Cover Ch 12-16	X	X	X			
12/11	Final's Week	Comprehensive Exam TBD						

*****Professor reserves the right to make needed and appropriate adjustments to this syllabus.

Ferris State University	**MGMT 370** **Fall 2017**

Instructor: Dr. Leslie Sukup

Student/Office Hours: Monday/Wednesday 9:00 -10:00 and 1:00 – 2:00, BUS Room 303. I am also available via e-mail and phone.

Office: BUS 303

Contact: 231-591-2044,

E-mail: sukupl@ferris.edu or within Blackboard course

Course Description:

The course focuses on strategies, processes and techniques used from material acquisition to production and finally through delivery of a product or service. Students will learn about operational efficiency and effectiveness and how this relates to product/service costs. Operations focus on the supply side of the supply and demand relationship where marketing and consumer create demand. Extensive use of discussion related to current topics and publications (Industry Week and Wall Street Journal) will be used so students can apply the concepts to real life industries. The student will also develop a working knowledge of what the various issues and concepts are in operations like: Lean Manufacturing, Supply Chain Management, Operation Strategies, Value Stream Mapping, Kaizen, and various elements of Quality from ISO 9000 to Six Sigma.

Learning Objectives and Outcome:

The objective of this course is to develop awareness of current methods used in operations, both in manufacturing and service industries. The general categories of outcome base learning are International, Social/Ethical Responsibility, Sustainable/Environmental, Processes Management: Manufacturing/Service, HR/Organizational Issue, and Technology. Collectively, discussions, assignments, problems, quizzes/tests, and/or cases, required for this course are intended both to develop an awareness of operational issues; as well as, to demonstrate the key operational learning objectives that students have learned throughout the semester; including:

- Learning Outcome #1: Awareness and understanding of global operations issues and strategies within manufacturing and service organizations. This includes global sourcing, logistics, facility location, and environmental/sustainability. Students will be able to articulate the reason(s) why companies support international business such as new markets or outsourcing activities and be able to identify some of the potential risks of sourcing from other countries.

- Learning Outcome #2: Process management and improvement. Demonstrate knowledge of and ability to apply the tools of process analysis and improvement. Tools covered include quality improvement techniques (TQM, Six Sigma, ISO 9000), process mapping, lean value stream mapping, 5S, TPM, project management, and use of policies and procedures that provide standardization and operational control.

- Learning Outcome #3: Operational strategies. Students will understand the roles and drivers of operational strategy and the interrelationship to other functional areas. Specific strategies focused on include: capacity, location, layout/flow, quality, and lean.

- Learning Outcome #4: Understand and demonstrate scheduling and resource control and its impact on customers

Required Text & Readings:
1) Stevenson, W. J., Operations Management, 2014, 13^h edition, ISBN 9781259667473. This is a complete package with Connect and an eBook.

2) For access to course study modules, quizzes, and the homework lab, simply access our Blackboard class and at the bottom of Week One Learning Module you will see the McGraw Hill Learnsmart and quiz/test links. Click on either the McGraw Hill link and the system will automatically connect you to McGraw Hill's registration website. Follow the prompts and either enter the access code you've purchased through bookstore, or purchase your text/access code directly via McGraw Hill.
3) In addition, there will be assigned reading for most chapters. These articles will be found within Blackboard, Articles icon on the home page which is a URL link to the Library. These articles will not cost anything and will be part of each chapter's discussions and will enhance understanding.

Materials for Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total points possible for the entire class. **Keep in mind, if you fail to complete an assignment, the system records in the "student view" only those items you've "attempted" – so please make sure you refer to the total points possible for the class when calculating your grade throughout the semester.** Students can calculate their standing at any given pint in time by dividing the points they've earned to date by the total possible points for all class assignments to date (Example: 430 points earned / 550 total possible points = 78.1% = "C+"). The total points for the class are allocated as follows:

Learnsmart Modules (10pts, best 10 of 12)	100	(see MH Connect)
Assignments/Homework (best 10 of 12 @ 10 pts)	100	(see MH Connect)
Homework-Projects	50	
Tests (3 @ 100 each)	300	
*Extra Credit (Pop quizzes, assignments, etc)	2 – 10	
Total points	550	

Grading Scale (these are percentages):

A	95-100	B-	80-83.9	D+	67-69.9		
A-	91-94.9	C+	77-79.9	D	64-66.9		
B+	87-90.9	C	74-76.9	D-	60-63.9		
B	84-86.9	C-	70-73.9	F	0-59.9		

Chapter Quizzes/Exams:

The exams will cover multiple chapters and will be drawn from material covered in the text, materials/articles distributed in class, videos, etc. The exams will consist of T/F, multiple choice, multiple problems, and short answer. It is highly recommended that you show your work related to any problems for partial credit considerations.

If you will be attending a university sponsored activity, you must notify me **in advance** of your intended exam absence and make prearranged plans either immediately before or after your departure/return to take the exam. Regarding non-

university related exam day absences; **verifiable documentation will be required** and only for extenuating circumstances. *Anyone who misses an exam (1-3) without a verified excuse (medical, hospitalization, death of an immediate family member, etc.) will not have an opportunity to take a "makeup" exam (1-3). In which case, the final exam that is administered during final exam week will serve as your third and final exam. If the final exam is missed, no makeup final exam alternative will be provided and any exams previously taken will be used to calculate your final course grade.*

Note, once or twice a semester a "pop" quiz or assignment will be given in class. The "pop" quiz or problem based assignment will be competed in class and counted as "extra credit". Individuals not present when the "pop" quiz or problem assignment is given will be ineligible to make up extra credit activity.

MH Connect, Assignments, Homework, and LearnSmart:
Throughout the semester you will be completing weekly Learnsmart study modules and assignments. These modules and assignments can be found in their corresponding weekly Blackboard learning module via the McGraw Hill Connect link. The modules provide students an opportunity to read important chapter content and respond to questions. The chapter assignments will consist of interactive case videos, questions, and problems. Note, approximately 1-2 times during the semester an assignment is handed out, it is *your responsibility* to obtain and submit your question responses by the due date. Refer to the course schedule and/or the assignments for poste due date.

**Note: It is highly recommended that students complete all McGraw Hill study modules, assignments, and quizzes/tests well in advance of the assigned chapter's due date. Keep in mind, these items are "available/open" for at least a week; which is usually sufficient time to accommodate those who are involved with university approved travel and/or work related activities. If you know you will be absent from class when a quiz/test or assignment is due, it is your responsibility to complete the assignment in advance.

Absolutely no end of semester request to make up any past due assignments, quizzes/exams, study modules, or request for individualized extra credit will be considered.

Articles:
Most chapters there are assigned articles. Some will be tested on. The purpose of the articles is to highlight current issues within industry that relates to the specific topic. The articles should also be used to support some of the discussion/responses.

Projects:
Projects may involve in-class activities which usually involve groups or take home work which each student will be required to submit materials. Each project will vary in point totals and are due on a specific date to receive credit.

Classroom Policies:
It is my hope that we can develop a classroom environment that is interactive and fosters meaningful dialogues pertaining to operations management. To promote such a learning environment and as a courtesy to others, use of cell phones, ipods/ipads, tablets, headphones, watches, or other electronic devices are not permitted during class time. Socializing while class is in session, wandering in and out of the classroom, or arguing in such a way that is rude or disrespectful to the instructor or other students will not be tolerated. **If addressed and such behavior persists, the student will be withdrawn from the course and receive an "F" for a course grade.**

Academic Integrity/Dishonesty:

Each student is expected to present his or her own work. All quizzes and examinations, or any other assignment(s) must be original. Cases of academic dishonesty may be referred to the Student Discipline Committee. Academic dishonesty includes plagiarism, cheating, forgery, or other acts. The usual penalty for academic dishonesty can include failing the assignment, exam, course, and/or expulsion from the University.

Tentative Class Schedule and Outcome Assessment:

Week of Dates	Topic	Assignment	Measurable Outcomes					
			Process Control	Process Improvement	Operation Strategy	International Operations	Sustainable Business	Customer Service
Week 1 8/28	Chapter 1: Intro to Operations Management	Week 1 Learning Module (LM) Learnsmart ch 1 Ch 1 Homework			X		X	X
Week 2 9/4	Chapter 2: Competitiveness, Strategy, and Productivity	Week 2 LM Learnsmart ch2 Ch 2 Homework	X		X	X	X	X
Week 3 9/11	Chapter 3: Forecasting	Week 3 LM Learnsmart ch3 Ch 3 Homework	X		X			X
Week 4 9/18	Chapter 5: Strategic Capacity Planning for Products and Services	Week 4 LM Learnsmart ch5	X	X	X		X	
Week 5 9/25	Test #1	Chapters 1-3, 5						
Week 6 10/2	Chapter 6 Process Selection and Facility Layout	Learnsmart ch 6 Ch 6 Homework	X		X	X	X	
Week 7 10/9	Chapter 8: Location Planning and Analysis	Ch 8 Homework Learnsmart ch8	X			X		X

Week	Topic	Homework						
Week 8 10/16	Chapter 9: Management of Quality	Ch 9 Homework Class Project: Quality Learnsmart ch9	X	X	X	X		
Week 9 10/23	Chapter 14: JIT and Lean Operations	Ch 14 Homework Learnsmart ch14	X	X	X			
Week 10 10/30	Test #2	Ch 6, 8, 9 & 14						
Week 11 11/6	Chapter 11: Aggregate Planning & Master Scheduling	Ch 11 Homework Master Scheduling Class project, Learnsmart ch 11	X	X				X
Week 12 11/13	Chapter 12: MRP and ERP	Ch 12 Homework Class project: Simulation Learnsmart ch 12	X			X		X
Week 13 11/20	Chapter 13: Inventory Control	Ch 13 Homework Learnsmart ch 13	X			X	X	X
Week 14 11/27	Chapter 15: Supply Chain Management	Ch 15 Homework Class Project: supplier selection Learnsmart ch15	X	X	X	X	X	
Week 15 12/4	Chapter 16 Scheduling	Ch 16 Homework Scheduling	X	X	X			
Exam Week 12/11	Test #3	Chapters 11-13, 15, & 16						

Links Related to Subject:

Operations and supply management topics and training: www.apics.org

Purchasing and supply management topics and training: www.ismggr.org   or www.napmgrr.org

Logistics and Distribution topics: www.mi-clm.org

Quality Management topics and training: www.asq.org

Quality and Six Sigma topics and training: www.isixsigma.com

Project Management topics and training: www.pmi.org

Final Note

Changes to the syllabus or assignments are sometimes necessary throughout the semester and are at the discretion of the instructor. All changes will be communicated to the students.

Human Resource Management – MGMT 373 VL1

Spring 2018

Professor: Dr. Beverly J. DeMarr

Campus Office Location: BUS 360

Campus E-Mail: demarrb@ferris.edu (use only for non-course related communication)

Home Office Phone: (231) 798-3560

Campus Office Phone: (231) 591-3756 (use only during office hours)

Campus Office Hours – Tuesday   9:30 – 11:00 am

                                                                  12:00 – 1:30 pm

                                                                  2:45 – 3:45 pm

Note: Other hours are available by appointment at a mutually convenient time however most questions can be handled via email or phone.

For this course I plan to check the class in Blackboard at least twice (generally morning and evening) each day, every day. Thus, you should expect a response to any question, etc. within 24 hours, although it will often be within 12 hours. I will also send "Update" emails using the "Course Email' tool at the beginning and end of each week (typically Monday and Friday). It is important that you read these messages as they contain additional information related to this class.

Everything related to this course must be done within Blackboard. If you have course-related questions that are not personal in nature, please post them in the "General Questions" topic in the Discussion tool so others can see the question and response. If you have other specific, individual course-related questions that are personal in nature (e.g., grades) please use the "Course Email" tool within Blackboard. **Do not** use my campus email or the My FSU email for class-related communication as I need to keep all class-related correspondence within the course. I also check Blackboard more often than my regular campus email, especially on the weekends.

Note: If you experience technical problems with My FSU or Blackboard contact the Technology Assistance Center (TAC) at 231.591.4822 or http://www.ferris.edu/techsupport/ for assistance.

Text:

Bohlander, G., & Snell, S. (2013). Managing Human Resources (16th ed.). Cincinnati, OH: South-Western. ISBN: 978-1-111-53282-6

Course Description:

Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process.

Course Outcomes:

By the end of this course the student should be able to:

1. Assess the effectiveness of the laws affecting the employment relationship.
2. Use the process of job analysis in creating legal job descriptions and specifications.
3. Identify reliable and valid selection devices (e.g. employment tests, interviews, etc.)..
4. Examine the methods and process of performance appraisal.
5. Evaluate various approaches to compensation and benefits.
6. Apply the principles of High-Performance Work Systems.

Course Expectations:

Students in this class are expected to:

- Be active in the course at least every 2-3 days (i.e., at least three times each week). This includes but is not limited to reading Course Email, engaging with group members in working on each of the group assignments, and engaging in online discussions. Note: The initial posts for all online discussions must be made by the Friday of the week they are due.
- Participate fully in all group work and contribute to all group assignments.
- Ask questions if something is not clear. If a question cannot easily be answered via Course Email we can arrange a time to speak by phone.
- Keep all communications within Blackboard.
- Communicate with the professor and your fellow group members if any unexpected situations arise that impact, or have the potential to impact, your participation in the class.
- Be respectful of everyone in the class.
- Complete all work on time. Late work is not accepted.

Assessment:

To demonstrate mastery of the course outcomes, students will regularly engage in class discussions, and complete a variety of individual and group assignments.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date (Example: 432 points earned / 540 total possible points = 80% = "B-"). All work must be submitted via Blackboard; emailed assignments will not be accepted. Any questions on a grade must be addressed within one week after the grade is posted. The total points available are allocated as follows:

Short Bio & Group Formation   40

Online Discussions (4 @ 40 pts ea)   160

Individual drafts (4 @ 20 pts ea)   80

Group Assignments (4 @ 40 pts ea)   160

Participation & Contribution   <u>100</u>

Total Possible Points   540

Letter grades are assigned as follows:

94 – 100 A	84 – 86 B	74 – 76 C	64 – 66 D
90 – 93 A-	80 – 83 B-	70 – 73 C-	60 – 63 D-
87 – 89 B+	77 – 79 C+	67 – 69 D+	0 – 59 F

Short Bio:

To help everyone get acquainted and facilitate forming groups for the group assignments, everyone will write a one-page bio and post it under the "Short bios" thread in the Discussion tool. Since this is a "discussion" each student is expected to reply to others' posts in addition to posting his/her bio. The initial posts must be made by the Friday of the first week so that others have an opportunity to respond to your posts. All responses must be made and everyone needs to join a group by Sunday of the first week.

Group Assignments & Individual Drafts:

Students will form groups of five to complete four group assignments that are designed to give you the opportunity to delve deeper into the topics through research and application of the material. All work on the group assignments (e.g., written communications, sharing drafts, etc.) must be done with the Groups tools in Blackboard so I can monitor progress and participation on the assignments, and provide assistance as appropriate. Instructions for the assignments are under the Assignment tab in Blackboard. The topics are as follows:

EEO Laws Evaluation

Job Analysis

Selection

Compensation & Benefits

To ensure that all group members have a complete understanding of and fully participates in each group assignment, each person will submit his/her initial draft for each assignment the week prior to the group submission. If anyone does not submit an initial draft of an assignment, they will automatically receive a zero for the group submission of that assignment.

There are multiple ways of approaching the assignments and there is no "one right answer." Thus, after you receive each graded group assignment, you will post a copy of your paper in the Discussion area for that assignment so others can view it and see how your group approached the assignment. This will also allow everyone in the class to provide feedback and discuss other groups' assignments. You will have until the following Sunday night to post feedback on others' assignments. This feedback is not graded, but I will consider your activity in these discussions when determining participation grades.

All written assignments are due on the date shown on the tentative schedule. Again late assignments will <u>not</u> be accepted. All assignments are expected to be detailed, well-written, free of grammatical and other errors (e.g., clarity, spelling, punctuation, capitalization), single-spaced, and submitted via the Assignment tool in Blackboard as a .doc, .docx, or .rtf attachment. It is important to proofread your work to insure it communicates your thoughts accurately and clearly.

Note: All assignments must be your original work. You may include brief quotes from the text or other sources provided you properly cite the source. Using others' work without proper citation is plagiarism and violates the university policy on academic honesty. Violators will be referred to the Office of Student Conduct for disciplinary action.

Online Discussion:

There are four graded discussion questions each worth 40 points. The discussion questions are meant to help you apply the concepts and topics in the textbook to your own life and think about your careers, needs, desires, etc. Each student is expected to post his/her initial response to the question(s) as well as replying to others' posts. Initial posts must be made by the Friday of the week they are due so that others have an opportunity to reply to your posts. If making your initial post during the work week does not work for you due to other obligations, you can always work ahead on the weekend before the discussion is listed in schedule. The questions will be closed at 11:59 pm on the Sunday of the week the discussion is listed in the syllabus. Late work is not accepted. **Thus, no discussion posts will be allowed after a deadline has passed.**

All discussion posts are expected to be well-written and free of grammatical and other errors (e.g., clarity, spelling, punctuation, capitalization). Be sure to cite references or offer concrete examples to support your assertions. It is important to proofread your posts to insure they communicate your thoughts clearly. For all discussion posts it is highly recommended that you draft your initial posts in Word or another word processing program and then cut and paste your work into the discussion tool. This allows you to take advantage of the spell and grammar check features in Word and provides a backup in case your session times out or you lose your internet connection.

To give everyone guidance on what I am looking for in posts I will respond to particularly good posts with a reply that begins with "All-" followed by "This is an example of a good post" or something to that effect. I also comment when a post makes a good point about something specific that I think you should reflect on. Thus, it is important that you read others' posts and my replies so that you know what I am looking for in terms of content and to get an idea of the level of work others are submitting. Also, for all discussions be sure to respond to any questions that are asked directly of you by others and to fully respond to the assigned discussion questions. Remember the grade for a discussion is based on both your initial post, which must be made by Friday night of the week they are due, as well as the "replies."

While I read everything as it is submitted, in general I wait until after the deadline for the question has passed to grade all submissions at once. In grading these discussion posts I consider both the quality of your posts and replies (correctly relate to the text material, thoughtful, well-written, and free of spelling and grammatical errors) and the level of your discussion activity (i.e. number of posts, number of replies, and number of posts read) in relation to the class as a whole. Please avoid replies that basically say "I agree" or "Great post Dorothy!" It is much better to have 5 or 6 thoughtful replies that continue the discussion than 15 that lack depth and detail.

Note: Discussion posts must be your original work. You may include brief quotes from the text or other sources provided you properly cite the source. Using others' work without proper citation is plagiarism and violates the university policy on academic honesty. Violators will be referred to the Office of Student Conduct for disciplinary action.

Participation and Contribution:

Students are expected to participate fully in all class discussions and group activities. Due to the high level of interaction required in this course it is imperative that everyone be prepared. This includes, but is not limited to, participating fully in the group assignments, reading all assigned material and completing assignments and discussions on time. The tentative schedule identifies all reading assignments from the textbook. Again, your initial posts for each of the discussion questions must be made by the Friday of the week they are due so that others have an opportunity to reply to your posts before the final Sunday night deadline.

The points available for participation will be based on the student's contribution and effort put into the class and group assignments as well as the completion of the Peer Evaluation and Student Assessment of Instruction (SAI) near the end of the class. These points are not granted automatically and may range from zero to 100. To receive the maximum participation points, you must consistently "exceed expectations" in your work. Put simply, completing all assignments does not guarantee the maximum participation points.

To help ensure that we are all on the same page, it is important that everyone have a common understanding of what is and what is not contribution. Contribution is not continuously dominating class and group discussion. It also means "listening" to what others say and responding thoughtfully.

Contribution is:

- Sharing observations that integrate concepts and discussions
- Citing relevant personal examples
- Asking key questions that lead to expanding discussions
- Playing devil's advocate (challenging prevailing wisdom or beliefs)
- Being an active participant in all discussions
- Sharing information with and providing supportive feedback to others

Class Schedule:

Note: While the final discussion posts (i.e., replies) are not due until 11:59 pm Sunday night, you must make your main post no later than Friday night so others have an opportunity to reply to your posts. No discussion posts will be allowed after a deadline has passed.

Week	Week	
Nbr.	Of	Topics
1	1/8	CH 1: The Challenge of Human Resources Management CH 2: Strategy and Human Resources Planning * Short bio & group formation due: Sunday, January 14th
2	1/15	CH 3: Equal Employment Opportunity and Human Resources Management * EEO Laws Evaluation Individual draft deadline: Sunday, January 21st
3	1/22	CH 4: Job Analysis and Job Design * EEO Laws Evaluation Group assignment Due: Sunday, January 28th
4	1/29	* Job Analysis individual draft deadline: Sunday, February 4th
5	2/5	CH 5: Expanding the Talent Pool: Recruitment and Careers * Job Analysis Group assignment deadline: Sunday, February 11th
6	2/12	CH 6: Employee Selection * Career Management discussion post deadline: Sunday, February 18th
7	2/19	CH 7: Training and Development * Selection Group individual draft deadline: Sunday, February 25th
8	2/26	CH 8: Performance Management and the Employee Appraisal Process * Selection Group assignment deadline: Sunday, March 4th
	3/5	* Spring Break *
9	3/12	CH 9: Managing Compensation CH 10: Pay-for-Performance: Incentive Rewards * Performance Appraisal discussion post deadline: March 18th
10	3/19	CH 11: Employee Benefits * Compensation & Benefits Individual draft deadline: Sunday, March 25th
11	3/26	CH 13: Employee Rights and Discipline

12	4/2	CH 14: The Dynamics of Labor Relations * Compensation & Benefits Group assignment deadline: Sunday, April 8th
13	4/9	CH 12: Promoting Safety and Health * Stress discussion post deadline: Sunday, April 15th
14	4/16	CH 15: International Human Resources Management CH 16: Creating High-Performance Work Systems * HPWS discussion post deadline: Sunday, April 22nd
15	4/23	* Peer Evaluation, Due: Friday, April 27th Class officially ends Friday, April 27th

HUMAN RESOURCE MANAGEMENT

MGMT 373 (MW 10-10:50 am)

Fall 2017

Professor: Carol Rewers, Ph.D.

       Campus Office Location: BUS 358

       Campus Office Phone: (231) 591-2447

       E-Mail: Ferris Blackboard Course email

       Campus Office Hours – Mon & Wed. 11:00am-12:00pm and Wed's 1:00pm-3:00pm

The above office hours are in effect from 8/28/2017 – 12/8/2017, with the exception of Wed. November 22nd (no Wed. 1-3pm office hours due to Thanksgiving Holiday Break) and final exam week which will be by appointment at a mutually convenient time, although most questions can be handled via our course email or phone.

Text: Bohlander, G., & Snell, S. (2013). Managing Human Resources (16th Ed.). Cincinnati, OH: South-Western.

Course Description:

This course provides an overview of the functional roles and responsibilities associated with Human Resource Management. Topics covered include: Strategic Human Resource Management, review of EEOC Laws, recruitment and selection, job analysis, training and development, compensation and benefits, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process.

Learning Objectives and Outcomes:

By the end of this course the student should be able to demonstrate an understanding of the course outcomes described below as evidenced by regularly engaging in class discussions and activities, completion of examinations, and through their submission of assignments.

Course Outcomes & Assessment Plan:

7. Assess the effectiveness of the laws affecting the employment relationship.
8. Use the process of job analysis in creating legal job descriptions and specifications.
9. Identify reliable and valid selection devices (e.g. employment tests, interviews, etc.).
10. Examine the methods and process of performance appraisal.
11. Evaluate various approaches to compensation and benefits.
12. Apply the principles of High-Performance Work Systems.
13. Identify various methods of training and development.
14. Understand the function and importance of safety and health issues in today's workplace.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points for the class. This allows students to calculate their standing at any given point in time by dividing the points they've earned, by the total possible points for the class (Example: 550 points earned / 730 total possible points = 75% = "C"). ***Please note, if you fail to complete an assignment or quiz, the total points noted within Ferris Blackboard gradebook's "student view" will only reflect the points you <u>attempted</u>, vs. <u>total points possible for the class.</u> Make sure you are using <u>total points possible for the class</u> to calculate your grade***.

The total points possible for the class are allocated as follows:

Weekly Quizzes (15 x 20)	300
Exam(s) (3 *100pts/exam)	300
Assignments:	
Resume Writing –	10
Experiential Learning HR Activities –	
Job Fair (Volunteer or attendance a Job Fair event)	10
Team Research Project:	
Team Contract	5
Research Paper Outline	5
Final Research Paper & Presentation	100
Potential Extra Credit (1-20)	
Speaker Panel – Immigrants in the Workplace	10
Estimated -Total Possible Points	730*

Letter grades are assigned as follows:

94 – 100 A		74 – 76	C
90 – 93 A-		70 – 73	C-
87 – 89 B+		67 – 69	D+
84 – 86 B		64 – 66	D
80 – 83 B-		60 – 63	D-

77 – 79   C+   0 – 59   F

Absolutely no end of semester request to make up any past due assignments, quizzes, exams, etc. or request for individualized extra credit will be considered.

Exam/Quizzes:

Quizzes are administered on line via Ferris Blackboard. A total of 15 quizzes will be taken throughout the semester plus three (3) exams to be administered in seat. Each online quiz will cover a chapter. The three in-class exams will be drawn from material covered in the text, articles distributed or posted online, videos, guest speakers, and/or any other materials covered throughout the course. Each exam will typically cover approximately 5 or 6 chapters. Tests normally will consist of T/F, multiple choice, and/or short essay or problems.

Please Note: If you know you will be absent from class when an assignment, quiz, or exam is due, please make arrangements to complete the quiz, assignment, or exam **in advance of the original due date. Make-up quizzes/exams will only be given with prior approval from the professor and only in the most extenuating circumstances (e.g., death in the immediate family, hospitalization, etc.) **- otherwise no late or make-up quizzes/exams or assignments will be accepted.**

Assignments/Cases:

During the semester, you may be given assignments and/or cases. The exact length of written response to these type of assignments and/or cases will vary. The format for assignment/case submissions is as followed:

- All assignments or cases must be **typed**: single spaced, using standard 12 point font. ***Points will be docked for all non-typed written submissions.***
- A hardcopy of your assignment/case is due at the beginning of the hour based on the due date given in class.

TEAM RESEARCH PAPER/PROJECT:

The Team Research Project is one of the major assignments required for this course. A team, consisting of 5 members, will be responsible for contacting an organization and through *interviews and/or a site visit* analysis how the organization applies the HR topic selected. The organization and topic must be approved by the instructor. This project is designed to provide students the opportunity to explore in further detail topics related to our HR chapter readings. Topics *examples* may include, but are not limited to:

Recruitment/Retention

Employee Selection

Staffing and Scheduling

Training and Development

Employee Performance Appraisals

Compensation

Employee Benefits

Layoffs/Unemployment

Workers Comp.

Health and Safety –OSHA, MIOSHA

Discipline and Employee Rights

Labor Relations

The team research paper will consist of a well crafted 10-15 page typewritten report, *excluding the bibliography, title, table of contents, etc.* pages. A minimum of five references is required. Wikipedia references are not an acceptable source to use. Points will be deducted if it is used as a reference. The paper must be typed according to APA guidelines. The Publication Manual of the American Psychological Association (APA) should be consulted for specific APA rules. The project will be graded based on content, grammar, spelling, and punctuation…***as well as APA format***. **The team will submit a hard copy of the research report to the instructor and also through our Ferris Blackboard Safe Assignment course link.** The report must be written to include the following:

I. **Group Report** – Written analysis prepared and edited based on gp. input and consensus.

       General format: APA
1. Cover Page –
    a. Topic/Company – Title
    b. Group members names
    c. Course Name/Section Number
    d. Instructor's Name
2. Double spaced, Times New Roman 12 font, 1 inch margins
3. Pages numbered and report stapled or secured via standard report binding

    Report Content:

1. Company Introduction – *brief* overview, size, scope, products and services provided, number of employees, size of HR department.
2. Topic Introduction -reason for selecting and importance of HR topic chosen.
3. *Interview and Research Findings -specific company related findings on the topic selected.* ***Provide specific, topic appropriate, written company documentation to support your research efforts and findings.***
    a. *Policies, Procedures*
    b. *Charts, Graphs*
    c. *Sample Materials – (i.e., training materials, videos, etc.)*

4. *In-depth analysis of findings.* Based on the team's research, are there potential HR related problems or issues that have been identified? If so, what are they, identify potential alternatives, and any specific recommendation(s) your team has to improve the company's HR department/policies/practices? Be specific.

II. **Presentation** - Each team should develop a 20-25 minute presentation that outlines and describes the team's research findings pertaining to their topic and company. The group presentation must be professional, including appropriate attire and visuals aides (PowerPoints, Sample ER Documents, Relevant Video Excerpts, etc.). Keep in mind, a few minutes should be allotted to respond to audience questions.

TEAM MEMBER CONTRACTS and RESEARCH OUTLINE & ASSIGNMENT of RESPONSIBILITIES:

Each team will be responsible for developing their own team contract. The team contract should include the following information: Team Name, Members, Contact Information, Team Research Topic, Company, and Team Member expectations/norms (i.e., meeting dates, time, and location, preferred form of contact and expected response time, expectations in terms of quantity and quality of each member's written submission(s), expectations regarding plagiarizing/sourcing of material.

A research paper outline will also be submitted approximately mid through the semester (see syllabus schedule). In addition to a "detailed" research paper outline, please include list of questions team intends to ask the Company's HR representative, interview date, and member assignment of duties and/or section(s) assigned and corresponding due dates for all assigned activities/sections, including final date for compiling all sections of the report and person(s) responsible for editing and submitting report through SafeAssign and to instructor. Lastly, include any member(s) issues and/or research questions/concerns that your team has identified at this juncture. This will be the last opportunity to make modifications to your team's research project.

Please note, all members must sign the contract and outline/assignment of responsibilities document prior to submitting the document to the instructor.

TEAM POLICY- "FIRING A TEAM MEMBER".

All team members are expected to fully and equally contribute to the Team Research Assignment. If a member is not contributing, the team is expected to communicate with the team member in writing the team's expectations as described in the team contract regarding missed assignments or deadlines. If after notice, the team member fails to adequately respond, your team can recommend firing the non-performing team member. In order to make this recommendation, your group must reach consensus on this decision and send me your recommendation along with the supporting documentation and rationale. I will make the final decision regarding the "firing" of the non-

performing team member and communicate my decision to your entire team. **Non-performing team members will receive a zero on the assignment**. Please note, failure to communicate that a team is having problems with a member on a timely basis, and in advance of the research projects due date, could potentially jeopardize the **entire** team's grade.

Academic Integrity/Dishonesty:

Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original. Students must cite their sources (another person's ideas, language, materials) using the publication manual of the American Psychological Association (APA) for information that is not their original thought. **A zero will be given if plagiarism is detected for an assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for–word information),** <u>**even though properly cited**</u> **using the APA format, will receive substantial deductions.**

Examples of plagiarism, may include, but are not limited too:

- Failure to document ideas: When a student uses one or more ideas and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.
- Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a *proper reference giving the exact page or pages from which the quote is taken*.
- Failure to use the quotation marks, even if a footnote is provided, is plagiarism.
- Failure to provide an exact reference is plagiarism.
- False documentation: Falsifying or inventing sources or page references is plagiarism.

Academic dishonesty includes plagiarism, cheating, forgery, or other acts. Such cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty can include failing the assignment, the course, through expulsion from the University.

Classroom Expectations:

It is my hope that we can develop a classroom environment that is interactive and fosters meaningful dialogues. To promote such a learning environment, individuals will be held accountable for complying with the following course expectations and classroom behaviors. I expect everyone to arrive on time and be fully prepared for class discussions. This means having read all assigned materials. As a courtesy to others, use of cell phones or other electronic devices is not permitted during class time. Socializing while class is in session; wandering in and out of the classroom; talking while others are speaking or presenting an idea; or arguing in a way that is rude or disrespectful to the instructor or other students will not be tolerated.

MGMT 373 – MW 10-10:50 am -Tentative Draft Schedule:

	Week Beginning	Topics:
1	8/28	Syllabus/Orientation CH 1: The Challenge of Human Resources Management
2	9/4	No Classes -Monday, September 4th – Labor Day CH 2: Strategy and Human Resource Planning CH16: High Performance Work Teams/Research Team Formation
3	9/11	CH 3: Equal Employment Opportunity and Human Resources Management Wed. Sept 13 6:30pm "Immigrants in the Workplace –Panel Discussion" – 202 UCB – Registration Required –See attached filer Team member Contract Due
4	9/18	CH 4: Job Analysis, Employee Involvement, and Flexible Work Schedules Wed – Mickey Albright Guest Speaker -Career Fair Information and CLAC Office Resource Presentation
5	9/25	CH 5: Expanding the Talent Pool: Recruitment and Careers Wed. Exam 1 (Ch 1-5 & 16)
6	10/2	CH 6: Employee Selection Wed. Resume Due
7	10/9	CH 7: Training and Development No Class Wednesday – Instead required to attend Thursday, Oct 12 Career Fair @Wink Ice Arena. Job Fair events held between 11-3pm. Please access Career Services Website for entire schedule of activities being held during Career Week @ http://www.ferris.edu/HTMLS/administration/studentaffairs/CLACS/career-center/index.htm
8	10/16	CH 8: Appraising and Improving Performance Wed. Team Research Outline and Assignment of Member Responsibilities Due
9	10/23	CH 9: Managing Compensation CH 10: Pay-for-Performance: Incentive Rewards
10	10/30	Monday - Exam 2 (Ch 6-10) CH 11: Employee Benefits

11	11/6	CH 11: Employee Benefits Cont.
		CH 12: Safety and Health
12	11/13	CH 13: Employee Rights and Discipline
13	11/20	CH 14: The Dynamics of Labor Relations
		Wed. Team Member Gp Time –Update Instructor + Any Final Q & A
14	11/27	Team Research Paper & Presentations, Self/Team Evaluations
15	12/4	Team Research Paper & Presentations, Self/Team Evaluations
16	12/11	Final's Week – Exam 3 (Ch 11-14) + Team Wrap Up/Debriefing

*****Professor reserves the right to make needed and appropriate adjustments to this syllabus

FSU CLAC - Career Services:

- **Handshake**: This is FSU's university wide recruiting platform that provides access to thousands of internships, jobs, and employers. Use handshake to post your "finished" resume and access employer job postings.
- **Career Center Walk-in Hours**: Tuesdays and Thursdays from 10am – 1pm in UCB 121 beginning August 29, 2017

CLACS Office contact information: *805 Campus Drive UCB 12* | (231) 591-2685 | CLACS@Ferris.edu

MGMT 375 – Negotiations

Online Section VL1

Fall 2017

Professor: Dr. Beverly J. DeMarr

Campus Office Location: BUS 360

Campus E-Mail: demarrb@ferris.edu (use only for non-course related communication)

Home Office Phone: (231) 798-3560

Campus Office Phone: (231) 591-3756 (use only during office hours)

Campus Office Hours – Tuesday 12:00 – 4:00 pm

Note: Other hours are available by appointment at a mutually convenient time however most questions can be handled via email or phone.

For this course I plan to check the class in Blackboard at least twice (generally morning and evening) each day, every day. Thus, you should expect a response to any question, etc. within 24 hours, although it will often be within 12 hours. I will also send "Update" emails using the "Course Email' tool at the beginning and end of each week (typically Monday and Friday). It is important that you read these messages as they contain additional information related to this class.

Everything related to this course must be done within Blackboard. If you have course-related questions that are not personal in nature, please post them in the "General Questions" topic in the Discussion tool so others can see the question and response. If you have other specific, individual course-related questions that are personal in nature (e.g., grades) please use the "Course Email" tool within Blackboard. **Do not** use my campus email or the My FSU email for class-related communication. I need to be able to keep all class-related correspondence within the course. I also check Blackboard more often than my regular campus email, especially on the weekends.

Note: If you experience technical problems with My FSU or Blackboard contact the Technology Assistance Center (TAC) at 231.591.4822 or http://www.ferris.edu/techsupport/ for assistance.

To give everyone an opportunity to practice their negotiation skills, in this class "everything is negotiable." That does not mean that I will agree to every proposal that is made. If there is something you would like to see changed in the course, make a proposal, and we will negotiate it. Proposals must be well-reasoned and satisfy the interests of all

parties. Proposals should be posted under the "Proposals" topic in the Discussion tool. As a class we will address all proposals after they are posted. This gives everyone an opportunity to evaluate various "real life" proposals.

Text:

DeMarr, B. J., and de Janasz, S. C. (2013). Negotiation and Dispute Resolution (1st ed.). Chicago, IL: Chicago Business Press. ISBN: 978-0-99-881400-1

Note: The international edition of this book is not the same as the U.S. version. It does not contain all of the required chapters and exercises. Thus, it cannot be used for this class.

Course Description:

This course focuses on the behavioral aspect of human resources, specifically negotiations. The course covers the broad spectrum of negotiations from common negotiations that occur in everyday life (e.g. buying/selling a car, negotiation a job offer, etc.) to specific labor-management negotiations. In addition to studying the subject from a theoretical and empirical standpoint, students will participate in a variety of in-class role-plays and simulations, and complete a personal negotiation project outside of class.

Course Outcomes:

By the end of this course the student should be able to:

15. Assess your innate approach to negotiating and resolving conflicts.
16. Effectively utilize the terminology, concepts, and strategies, both distributive and integrative, in negotiating and resolving disputes.
17. Estimate all parties' interests and issues in a variety of negotiations.
18. Establish opening demands, target, and resistance points.
19. Apply integrative and distributive negotiation strategies in a variety of work and non-work situations.

Course Expectations:

Students in this class are expected to:

- Be active in the course at least every 2-3 days (i.e., at least three times each week). This includes but is not limited to reading Course Email, completing assignments, engaging in online discussions, and engaging with partners on both of the role plays. Note: The initial posts for all assignments completed with the Discussion tool must be made by the Friday of the week they are due.
- Ask questions if something is not clear. If a question cannot easily be answered via Course Email we can arrange a time to speak by phone.

- Keep all communications within Blackboard.
- Communicate with the professor if any unexpected situations arise that impact, or have the potential to impact, your participation in the class.
- Be respectful of everyone in the class.
- Complete all work on time.

Assessment:

To demonstrate mastery of the course outcomes, students will regularly engage in experiential exercises, role plays, class discussions, and complete written assignments.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. (Example: 912 points earned / 1140 total possible points = 80% = "B-"). All work must be submitted via Blackboard; emailed assignments will not be accepted. Any questions on a grade must be addressed within one week after the grade is posted. The total points available are allocated as follows:

Short Bio	40
Exercises/Discussions (20 @ 40 pts ea)	800
Exercise 4.7 Personal Negotiation Project Outline	20
Exercise 4.7 Personal Negotiation Project Paper	180
Participation & Contribution	100
Total Possible Points	1140

Letter grades are assigned as follows:

94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	

Discussion Questions:

The "Discussion" tool in Blackboard will be used for the short bio, discussion of textbook topics, and some of the experiential exercises. There will be a total of six discussion questions; two based on the material in the textbook, three for experiential exercises, and the short bio. Each of the discussion questions is worth 40 points. Each student is expected to post their initial response to the exercise/question(s) as well as replying to others' posts. Initial posts must be made by the Friday of the week they are due so that others have an opportunity to reply to your posts. The questions will be closed at 11:59 pm on the Sunday of the week it is listed in the syllabus.

The discussion questions related to the text material are meant to help you apply the concepts and topics in the textbook to your own life and think about your careers, needs, desires, etc. Each of the exercises completed with the discussion tool will have its own discussion "topic" within the discussion tool where you will post your response and your evaluations/observations of others' responses. Again all initial posts must be made by the Friday of the week they are due so that others have an opportunity to reply to your posts. If making your initial post during the work week does not work for you due to other obligations, you can always post it the weekend before the discussion is listed in schedule. Late work is not accepted. **Thus, no discussion posts will be allowed after a deadline has passed.**

All discussion posts are expected to be well-written and free of grammatical and other errors (e.g., clarity, spelling, punctuation, capitalization). It is important to proofread your posts to insure they communicate your thoughts clearly. For all discussion posts it is highly recommended that you draft your initial posts in Word or another word processing program and then cut and paste your work into the discussion tool. This allows you to take advantage of the spell and grammar check features in Word and provides a backup in case your session times out or you lose your internet connection.

To give everyone guidance on what I am looking for in posts I will respond to particularly good posts with a reply that begins with "All-" followed by "This is an example of a good post" or something to that effect. I also comment when a post makes a good point about something specific that I think you should reflect on. Thus, it is important that you read others' posts and my replies so that you know what I am looking for in terms of content and to get an idea of the level of work others are submitting. Also, for all discussions be sure to respond to any questions that are asked directly of you by others and to fully respond to the assigned discussion questions. Remember the grade for a discussion is based on both your initial post, which must be made by Friday night of the week they are due, as well as the "replies."

While I read everything as it is submitted, in general I wait until after the deadline for the question has passed to grade all submissions at once. In grading these discussion posts I will consider both the quality of your posts and replies (correctly relate to the text material, thoughtful, well-written, and free of spelling and grammatical errors) and the level of your discussion activity (i.e. number of posts, number of replies, and number of posts read) in relation to the class as a whole. Please avoid replies that basically say "I agree" or "Great post Dorothy!" Students

sometimes ask how many responses are "required" for each discussion. While there is no specific number required, I would rather see 5-6 thoughtful responses than 15 or more that have very little depth/detail.

Note: Discussion posts must be your original work. You may include brief quotes from the text or other sources provided you properly cite the source. Using others' work without proper citation is plagiarism and violates the university policy on academic honesty. Violators will be referred to the Office of Student Conduct for disciplinary action.

Negotiation Exercises and Role Plays:

Students will complete a number of experiential exercises and role plays. All exercises are due by 11:59 pm of the Sunday of the week they are listed in the Class Schedule. Exercises will be completed through the discussion, assignment, or group tools in Blackboard as noted on the tentative schedule.

Thirteen exercises will be completed individually and submitted through the "Assignment" function. Typically these will be exercises that involve completing a worksheet or online assessment that helps you to understand yourself as a negotiator. Be sure to follow the directions listed in the Assignment tool in Blackboard as they may differ slightly from those in the textbook. All assignments must be typed and single-spaced. When submitting an attachment be sure it is a .doc .docx or .rtf file.

Two exercises that involve role plays will be conducted in separate "groups." In each role play there will be two actors. Both participants will have to come to agreement as to what day and time that particular role play will take place. Additional instructions for the role plays will be provided via the "Update Emails" later in the semester.

Notes: The exercises in Chapters 13 (negotiating the purchase/sale of a used car) and 15 (negotiating job offers) require more time to plan and execute than others. As such it is helpful that you review these exercises at the beginning of the course and so you can plan ahead and have ample time to prepare.

Personal Negotiation Project (PNP):

This assignment is described in Exercise 4.7 of Chapter 4 of the textbook and involves a "real life" negotiation that occurs within the time period of our course. Thus, something you have negotiated prior to this course or something you will negotiate in the future is not acceptable. Students will plan and execute an actual negotiation for something of personal value during the span of the course, write a paper on it, and share the results with the class. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a roommate, spouse, parent, or friend; negotiating a new job assignment, salary, or working conditions with an employer; or the purchase of an automobile, house, furniture, etc. Be creative! You will submit an outline (Exercise 4.7 PNP Proposal) which follows the required format (from the textbook) via the Assignment tool in Blackboard. This helps ensure you have selected an appropriate topic and are on the right track for the project. Students are encouraged to discuss potential topics with your professor prior to submitting your outline. The paper (Exercise 4.7 PNP Paper) will expand on the proposal to cover the specifics of the actual negotiation, following the required format in the textbook. It will also be submitted through the Assignment tool.

Participation and Contribution:

Students are expected to participate fully in all class discussions, experiential exercises, and related activities. Due to the high level of interaction required in this course it is imperative that students be prepared. This includes, but is not limited to, reading all assigned material and completing assignments on time and being prepared and on time for scheduled role plays. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read at the very beginning of, or better yet before, the week the chapter is listed on the schedule.

The points available for participation will be based on the student's contribution and effort put into the class. These points are not granted automatically and may range from zero to 100. To receive the maximum participation points, you must consistently "exceed expectations" in your work. Put simply, completing all assignments does not guarantee the maximum participation points.

To help ensure that we are all on the same page, it is important that class members have a common understanding of what is and what is not contribution. Contribution is not continuously dominating class and group discussion. It also means "listening" to what others say and responding thoughtfully.

Contribution is:

- Sharing observations that integrate concepts and discussions
- Citing relevant personal examples
- Asking key questions that lead to expanding discussions
- Playing devil's advocate (challenging prevailing wisdom or beliefs)
- Being an active participant in all discussions
- Sharing information with and providing supportive feedback to others

Tentative Schedule:

Note: All exercises and discussion posts are due by 11:59 pm of the Sunday of the week they are listed in the Class Schedule. While the final discussion posts (i.e., replies) are not due until Sunday night, you must make your main post no later than Friday night so others have an opportunity to reply to your posts. No discussion posts will be allowed after a deadline has passed.

Exercise Type:

    (A) = Exercise completed with Assignment tool

    (D) = Exercise completed with Discussion tool

    (G) = Role play using Groups tool

Week	Week	
Nbr.	Of	Topics
1	8/28	Course Overview/Orientation * Short bio due: Sunday, September 3rd
2	9/4	Readings: Chapter 1 – Introduction Chapter 2 – Terminology Exercises/Discussions: 1.2 Mirror, Mirror on the Wall/Initial Self Evaluation (A) 1.3 How Do Others See You as a Negotiator? (A) 2.3 Hot Fun in the Summertime (A) * Final discussion/Exercise deadline: Sunday, September 10th
3	9/11	Readings: Chapter 3 – Distributive Negotiations Chapter 4 – Integrative Negotiations Exercises/Discussions: 3.4 Power in Real Life: Personal Experience (D) 4.7 Personal Negotiation Project (proposal only, A) * Final discussion/Exercise deadline: Sunday, September 17th
4	9/18	Readings: Chapter 5 – Conflict & Dispute Resolution Exercises/Discussions: Individual Conflict Resolution Discussion (D) * Final discussion/Exercise deadline: Sunday, September 24th

5	9/25	Readings:
		
		Chapter 6 – Understanding yourself…and what that means in negotiation
		
		Exercises/Discussions:
		
		   6.1 Locus of Control (A)
		
		   6.2 Self-Monitoring Assessment (A)
		
		* Final discussion/Exercise deadline: Sunday, October 1st

6	10/2	Readings:
		
		Chapter 7 – Communication
		
		Chapter 8: The Role and Importance of Persuasion in Negotiation
		
		Exercises/Discussions:
		
		   7.3 Customer service…at what price? (A)
		
		   8.1 Assessing your Influence Skills (A)
		
		* Final discussion/Exercise deadline: Sunday, October 8th

7	10/9	Readings:
		
		Chapter 9 – The Nature of the Relationship
		
		Chapter 10 – International Negotiations
		
		Exercises/Discussions:
		
		   9.5 All in the family: The company in the hands of the second generation (A)
		
		   10.2 Researching cross-cultural differences and values (A)
		
		* Final discussion/Exercise deadline: Sunday, October 15th

8	10/16	Readings: Chapter 11 – Team/Multi-Party Negotiations Exercises/Discussions: Group Conflict Discussion (D) * Final discussion/Exercise deadline: Sunday, October 22nd

9	10/23	Readings:
		Chapter 12 – Negotiating in the Workplace
		Exercises/Discussions:
		12.1 Assessing and using your human and social capital (A)
		* Final discussion/Exercise deadline: Sunday, October 29th
10	10/30	Readings:
		Chapter 13: Negotiating the purchase or sale of an automobile
		Exercises/Discussions:
		13.1 Researching market values (A)
		13.2 Selling your car (D)
		* Final discussion/Exercise deadline: Sunday, November 5th
11	11/6	Exercises:
		13.3 The car swap (G)
		* Exercise deadline: Sunday, November 12th
12	11/13	Readings:
		Chapter 14 – Real Estate Negotiations: Commercial and Residential
		Exercises/Discussions:
		14.1 Researching property values (A)
		* Final discussion/Exercise deadline: Sunday, November 19th
13	11/20	Exercise 4.7 Personal Negotiation Project (final paper, A)
		* Thanksgiving Day Thursday, November 23rd
		* Final discussion/Exercise deadline: Sunday, November 26th

14	11/27	Readings: Chapter 15 – Negotiating your future Exercises/Discussions: 15.2 Preparing Your Resume & Cover Letter (D) 15.4 Employment Negotiations: Interests, Issues, Opening Demands, Target and Resistance Points (A) * Final discussion/Exercise deadline: Sunday, December 3rd
15	12/4	Exercises/Discussions: 15.7 Negotiating a Job Offer (G) * Exercise deadline: Friday, December 8th Course Wrap-up Class officially ends Friday, December 8th

Ferris **State** **University**	**MGMT 412** **Spring 2017**

INSTRUCTOR: Dr. Lisa Eshbach

OFFICE: **Office Phone: 231- 591- 3197 or 616-263-7501**

                  E-mail: eshbacl@ferris.edu

OFFICE HOURS: 11 a.m. - 1 p.m.. M-W, COB 340

COURSE TITLE: MGMT 412 Lean Culture and Skills Development **(100% Online & Mixed Delivery)**

TEXTBOOKS

Creating a Lean Culture: Tools to Sustain Lean Conversions. Author: David Mann. Productivity Press (2014) ISBN: 978-1482243239.

Training Within Industry: The Foundation of Lean. Author: Donald Dinero. Productivity Press (2005). ISBN: 978-1-56327-307-0.

COURSE DESCRIPTION

The most universally misinterpreted concept of lean is that it relates to how people *perform* work. Finding ways to eliminate bureaucracy and implement appropriate processes is a vital part of this course. The course will concentrate on the leadership, management and employee behaviors as well as capabilities required to implement a lean culture and sustain optimal organizational performance.   Areas of concentration include evaluating an organization's current leadership and management techniques, applying the Training Within Industry method (identifying employee's development needs, creating appropriate organization training plans, and developing an internal coaching/mentor program) and how the continuous learning/improvement culture enhances organizational growth, innovation, profitability and process excellence. Prerequisite: Junior standing or instructor permission (Prerequisite: MGMT 492 or MFGE 354)

COURSE OBJECTIVES

By the end of this course, student competence is required in several key areas of lean. Specifically, students will learn how to eliminate bureaucracy and implement appropriate systems by concentrating on the leadership, management and employee behaviors as well as capabilities required to implement a lean culture and sustain optimal organizational performance.   The Skills

Development portion of the course will be comprised of defining the relationship between coach/mentor and employee while improving specific activity and production/service process performance. The Training Within Industry method (how to find competent employees for specific positions, identifying employee's development needs, creating appropriate organization training plans, and breaking complicated jobs into teachable skills) will be used as the curriculum delivery approach. A "Train-the-trainer" program is an important factor in sustaining lean. As such, the course will provide guidelines on how to develop a coaching/mentoring/trainer program within the organization. Additional course content includes how the continuous learning/improvement (improving daily work processes) culture enhances organizational growth, innovation, profitability and process excellence.

The general categories of outcome base learning are intended both to develop as well as to demonstrate student's key competencies as follows:

Outcome 1: Assess the extent to which the organization's leadership and management techniques support a lean environment for sustaining optimal employee and operational performance.

Outcome 2: Evaluate, prioritize and perform a "lean focused" personnel capability and core competency evaluation to assist in achieving the strategic priorities for an organization.

Outcome 3: Develop and integrate an employee centric lean culture resulting in consistent organizational growth, innovation, profitability and process excellence.

Outcome 4: Examine and communicate the sensei coaching/mentoring techniques and its value in lean implementation.

MAKE-UP PROJECTS, ASSIGNMENTS, etc.
There will be no make-up projects or exams, unless the absence has been approved by the instructor prior to the exam. In case of emergency, you must, **prior to any assignment, presentation, etc.,** contact the instructor or leave a message with the department. There will be no make-ups for "no shows".

COURSE CALENDAR – TENTATIVE SCHEDULE . The instructor reserves the right to adjust the syllabus to better serve the overall learning needs of the class.

WEEK	CHAPTER MATERIAL	ASSIGNMENTS DUE
		(I): Individual (T): Team
Week 1	Chapter 1: The Missing Link in Lean: The Management System (Mann)	**Online Discussion Questions and Participation Due January 15 (I)**

Jan. 9	Chapter 1: Benefits of TWI Programs(Dinero)	
Week 2	Chapter 2: Brief History Outlining the Principles of TWI (Dinero)	
Jan. 16	Chapter 2: The Lean Management System's Principal Elements (Mann)	
	No Face-to-Face Class – University Holiday *Face-to Face Class students should listen to the narrated notes this week to assist in answering the questions.*	
Week 3	Chapter 3: Why TWI Is a Foundation of Lean Thinking (Dinero)	**Online Discussion Questions and Participation Due January 29 (I)**
Jan. 23	Chapter 4: Characteristics that Made and Sustain TWI's Success (Dinero)	
Week 4	Chapter 5: How TWI Developed the Job Instruction Program (Dinero)	
Jan. 30	Chapter 9: Delivering Job Instruction (Dinero)	
Week 5	Chapter 6: Lean in Administrative, Technical and Professional Work (Mann)	**Job Instruction 4-Step Assignment due February 12 (I)**
Feb. 6	Chapter 10: People – Predictable Interruption; Source of Ideas (Mann)	**Online Discussion Questions and Participation Due February 12 (I)**
Week 6	How TWI Developed Job Safety (Blackboard Notes)	
Feb. 13	Delivering Job Safety (Blackboard Notes) ROI and Payback Period Notes	
Week 7	Chapter 9: Solving Problems and Improving Processes – Rapidly (Mann)	**Job Safety 4-Step Assignment due February 26 (I)**
Feb. 20		**Online Discussion Questions and Participation Due February 26 (I)**

Week 8	Chapter 7: How TWI Developed the Job Methods Program (Dinero)	
Feb. 27	Chapter 11: Delivering Job Methods Program (Dinero)	
Spring Break Week of March 6-12, 2017		
Week 9	Chapter 8: How TWI Developed Program Development (Dinero)	**Job Methods Assignment Due March 19**
March 13	Chapter 12: Delivering Program Development (Dinero)	**Online Discussion Questions and Participation Due March 19 (I)**
Week 10	Chapter 3: Standard Work for Leaders (Mann)	**Program Development Assignment Due March 26**
March 20	Chapter 7: Learning Lean Management: The Sensei and Gemba Walks (Mann)	
Week 11	Chapter 6: How TWI Developed the Job Relations Program (Dinero)	**Online Discussion Questions and Participation Due April 2 (I)**
March 27	Chapter 10: Delivering Job Relations (Dinero)	
Week 12	Chapter 8: Leading a Lean Operation (Mann)	**Job Relations Assignment due April 9**
April 3	Hoshin Kanri (See Blackboard Notes)	
Week 13	Chapter 13: Continually Developing TWI – Where Do you Go From Here? (Dinero)	**Online Discussion Questions and Participation Due April 16 (I)**
April 10		
Week 14	Chapter 11: Sustain What you Implement (Mann)	
April 17	Performance Management: Team Promotion and Rewards (See Blackboard Notes)	

Week 15	Work on Final papers and presentations	
April 24		
Week 16	**Final Project Presentations and Papers due**	**Lean Culture and Skills Development Team Paper and Presentation Due May 2, 2017 at 2 p.m.**
May 2		

Final Note

Subject to changes as determined and deemed appropriate by the instructor.

Appendix A – Assessment of MGMT 412 Outcomes

Course Outcome	Job Instruction Assignment	Job Methods Training Assignment	Program Development Multi- Function Training Plan Assignment	Job Relations Assignment	Job Safety Assignment	Discussion Questions & Online Participation	Lean Culture and Skills Development Project	Peer Participation
Learning Outcome 1: Assess the extent to which the organization's leadership and management techniques support a lean environment for sustaining optimal employee and operational performance.				X	X	X	X	
Learning Outcome 2: Evaluate, prioritize and perform a "lean focused" personnel capability and core competency evaluation to assist in achieving the strategic priorities for an organization.		X	X	X	X	X	X	
Learning Outcome 3: Develop and integrate an employee centric lean culture resulting in consistent organizational growth, innovation, profitability and process excellence.	X	X	X		X	X	X	
Learning Outcome 4: Examine and communicate the sensei coaching/mentoring techniques and its value in lean implementation.	X	X		X		X	X	X

SYLLABUS ATTACHMENT

COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES

Learning—Excellence—Respect—Change—Diversity—Integrity--Continuous Improvement

2017 Spring Semester

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their

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TO CONTACT A FACULTY MEMBER/ADVISOR4

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob. A faculty directory is also located outside of the dean's office (BUS 200).

DROP/ADD CLASSES (first four days of classes)

Use MyFSU to drop and add classes only during the add/drop time period (ends the 4th day at 5:00 pm). Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)

To withdraw from a class, go to your Dean's Office for the **OFFICIAL** paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, **OFFICIAL** paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES

The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control— e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help students succeed in courses, in career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center……….ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses

- individual help and workshops with writing skills and

  writing assignments for English or other courses

- help in developing better reading and study strategies

- workshops to help you meet the challenges of college life

Scholar Program……….…..ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Service………….STR 313 – 591-3057

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/ Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Personal Counseling, Sexual Assault,Substance Abuse

Birkham Health Center - 2nd Floor…………591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling-………….STR-313 - 591-3057

Educational & Career Counseling Center

Change Academic Programs:

COB Dean's Office ………………….BUS 200 - **591-2420**

Ferris State University	MGMT 492 Fall 2017

INSTRUCTOR: Dr. Lisa Eshbach

OFFICE: Office Phone: 231- 591- 3197 or 616-263-7501

                        E-mail: eshbacl@ferris.edu

OFFICE HOURS: 12 p.m.- 2 p.m.. M-W, Room 340 College of Business

 COURSE TITLE: MGMT 492: Lean Service Enterprise and Leadership (100% online)

TEXTBOOKS:

Keyte, B & Locher, D. (2016). *The Complete Lean Enterprise: Value Stream Mapping for Administrative and Office Processes.* New York, NY. Productivity Press. ISBN: 978-1-4822-0613-5

Kotter, J.P. and Cohen, D. (2002). *The Heart of Change: Real-Life Stories of How People Change Their Organizations.* Harvard Business School Press.

Liker, J. & Meier, D. (2006). *The Toyota Way Fieldbook*. New York. McGraw- Hill Publishing ISBN: 0-07-144893-4.

 Suggested: Lean Enterprise Institute, Inc. (2014). *Lean Lexicon*. ISBN-10: 0-9667843-6-7

COURSE DESCRIPTION

This course concentrates on how to design, continuously improve, and lead a lean service business process initiative. Specific areas of concentration include Systems Planning and Thinking (seeing the whole business as a value stream), Human relations skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reporting).

COURSE OBJECTIVES

Learning Outcome 1: Develop and deploy a systems planning/thinking process within a service organization that leads to a sustainable competitive advantage.

Learning Outcome 2:   Perform a service business process assessment identifying inefficiencies.

Learning Outcome 3: Analyze opportunities and problem areas within existing business Value Streams. Model and assess the impact of any proposed changes to a key process.

 Learning Outcome 4: Utilize the foundations of lean practice and tools - including value stream mapping, kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem

COURSE CALENDAR – TENTATIVE SCHEDULE . The instructor reserves the right to adjust the syllabus to better serve the overall learning needs of the class.

Final Note

Subject to changes as determined and deemed appropriate by the instructor.

WEEK	CHAPTER MATERIAL	ASSIGNMENTS DUE
Week 1	**Systems Planning and Thinking (seeing the whole business as a value stream)**	
Aug. 28	The Toyota Way Fieldbook (Part I: Learning from Toyota - Chapter 1	
Week 2	No Class per University Schedule – See Chapter 2 Narrated Notes in Blackboard	**A1: Online Discussion Questions and Participation Due Sept. 10**
Sept. 4	The Toyota Way Fieldbook (Part II: Why Does your company Exist – Chapter 2)	
Week 3	**Lean Principles (Value Stream Mapping)**	
Sept. 11	**Current State Mapping**: The Toyota Way Fieldbook (Part III: Creating Lean Processes Throughout the Enterprise - Chapter 3)	
	The Complete Lean Enterprise (Chapters 1,2, and 3)	
Week 4	**Lean Principles (Value Stream Mapping – Cont'd)**	**A2: Online Discussion Questions and Participation Due Sept. 24**
Sept. 18	**Current State Mapping**: The Toyota Way Fieldbook (Part III: Creating Lean Processes Throughout the Enterprise - Chapter 3)	
	The Complete Lean Enterprise (Chapters 1,2, and 3)	
Week 5	**Lean Principles (Value Stream Mapping – cont'd)**	
Sept. 25	**Future State Mapping** The Complete Lean Enterprise (Chapters 4, 5, 6)	

Week 6	**Lean Principles (5S, Process Stability, Pull, Flow)**	**A3: Online Discussion Questions and Participation Due Oct. 8**
Oct. 2	The Toyota Way Fieldbook (Part III: Creating Lean Processes Throughout the Enterprise - Chapters 4 and 5)	**Current State Map Due Oct. 8**
	The Complete Lean Enterprise (Chapters 7, 8, and 9)	
Week 7	**Lean Principles (Standardize work, leveling, and poke yoke)**	
Oct. 9	The Toyota Way Fieldbook (Part III: Creating Lean Processes Throughout the Enterprise - Chapters 6, 7, and 8)	
Week 8	**Lean Principles (Root-cause problem resolution and A3 Reports)**	**A4: Online Discussion Questions and Participation Due Oct. 22**
Oct. 16	The Toyota Way Fieldbook (Part V: Root Cause Problem Solving for Continuous Learning - Chapters 13, 14, 15)	**Future State Map Due Oct. 22**
Week 9	**Lean Principles (Root-cause problem resolution and A3 Reports) (cont'd)**	**5S Exercise and Virtual Presentations Due Oct. 29 (Submit to 5S Discussion Board)**
Oct. 23	The Toyota Way Fieldbook (Part V: Root Cause Problem Solving for Continuous Learning - Chapters 16, 17, 18)	
	The Complete Lean Enterprise (Chapter 10)	
	ROI Notes	
Week 10	**Human relations skills (Strategy development and deployment, change management, and team problem solving)**	**A5: Online Discussion Questions and Participation Due Nov. 5**
Oct. 30	The Toyota Way Fieldbook (Part IV: Develop Exceptional People and Partners - Chapters 10, 11, 12)	
Week 11	**Leading the Change**	**A3 Exercise Due Nov. 12**
Nov. 6	The Heart of Change (Introduction, Step 1 – Increase Urgency and Step 2 – Build the Guiding Team)	

	The Toyota Way Fieldbook (Part VI: Managing the Change – Chapter 19)	
Week 12 **Nov. 13**	**Leading the Change(cont'd)**	**A6: Online Discussion Questions and Participation Due Nov. 19**
	The Heart of Change (Step 3 – Get the Vision Right and Step 4 – Communicate for Buy-in, Step 5 – Empower/Enable Action)	
	The Toyota Way Fieldbook (Part VI: Managing the Change – Chapter 20)	
Week 13 **Nov. 20**	**Leading the Change(cont'd)**	
	The Heart of Change (Step 6 – Create Short Term Wins, Step 7 – Don't Let Up, Step 8- Make Change Stick)	
Week 14 **Nov. 27**	Work on Final Lean Projects	**A7: Online Discussion Questions and Participation Due Dec. 3**
Week 15 **Dec. 4**	Final Lean Project Presentations and Papers	**Final Lean Project Papers and Presentations Due Dec. 10**

Appendix A

Assessment of Lean Service Enterprise Leadership Outcomes

Course Outcome	5S Exercise	Value Stream Map Exercise	Lean Service Project & Presentation	Discussion Questions	Participation	Peer Participation
Learning Outcome 1: Develop and deploy a systems planning/thinking process within a service organization that leads to a sustainable competitive advantage.		X	X	X		
Learning Outcome 2: Perform a service business process assessment identifying inefficiencies.		X	X		X	

Learning Outcome 3: Analyze opportunities and problem areas within existing business Value Streams. Model and assess the impact of any proposed changes to a key process.		X	X		X	
Learning Outcome 4: Utilize the foundations of lean practice and tools - including value stream mapping, kaizen, PDCA, 5S, pull, leveling process stability, standardized work, root-cause problem resolution and A3 Reports – to design an operating system for managing innovation and continuous improvement in service related business processes.	X	X	X	X	X	
Learning Outcome 5: Exhibit a high level of team collaboration, leadership, and change management capabilities through implementing a lean service project/initiative.			X		X	X

SYLLABUS ATTACHMENT

COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES

Learning—Excellence—Respect—Change—Diversity—Integrity--Continuous Improvement

Fall 2017 Important Dates

Late Registration	Wednesday – Friday	August 23, 24, 25
First Day of Classes	Monday	August 28
Last Day to Add/Drop	Thursday at 5:00 pm	August 31
Labor Day - no classes	Monday	September 4
Mid-term Grades Due	Monday	October 16
Last Day for "W" Grades (full semester)	Thursday	November 2
Thanksgiving recess begins at 12 noon	Wednesday	November 22
Thanksgiving recess ends – classes start	Monday	November 27
Last Day of Classes	Friday	December 8
Examination Week	Monday-Friday	December 11-15
Commencement	Saturday	December 16

Grades Posted to MyFSU Account	Monday	December 18	

Sessions	Dates	Drop Deadline	Withdraw Deadline
1	August 28-December 8	August 31	November 2
Session A	August 28-October 17	August 31	September 28
Session B	October 18-December 8	October 23	November 17
Session D	August 28-September 29	August 31	September 18
Session E	October 2-November 2	October 3	October 20
Session F	November 3-December 8	November 6	November 27

TO CONTACT A FACULTY MEMBER/ADVISOR

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob. A faculty directory is also located outside of the dean's office (BUS 200).

DROP/ADD CLASSES (first four days of classes)
Use MyFSU to drop and add classes only during the add/drop time period (ends the 4th day at 5:00 pm). Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)
To withdraw from a class, go to your Dean's Office for the **OFFICIAL** paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, **OFFICIAL** paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES
The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help students succeed in courses, in career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center……….ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses

- individual help and workshops with writing skills and writing assignments for English or other courses ▪ help in developing better reading and study strategies

- workshops to help you meet the challenges of college life

Scholar Program………...…..ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Service………….STR 313 – 591-3057

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Personal Counseling, Sexual Assault,Substance Abuse

Birkham Health Center - 2nd Floor…………591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling-…………..STR-313 - 591-3057

Educational & Career Counseling Center

Change Academic Programs:
COB Dean's Office …………………..BUS 200 - 591-2420

Safety
Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

LIBRARY (FLITE) / COMPUTER LAB HOURS
Please check on **MyFSU** and click on the FLITE tab.

COMPUTER LAB HOURS (College of Business)
Please call 591-2291 or go to BUS 104 for posted hours.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else.

It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, resubmitting work done for previous class without permission, taking someone else's exam for her a particular
them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whet
behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Ferris State University
PROJ 320 – Project Management Fundamentals

Information

Course:	PROJ 320-001 Project Management Fundamentals
Credit Hours:	3 credits
Semester and Year:	Fall 2017
Course Dates:	12:00 – 1:15, Tues/Thurs, August 28, 2017 to December 8, 2017
Course Location:	Business Building 312
Class Weeks:	Class weeks begin on Monday and ends on Sunday at 11:59 p.m.

The dates and terms in this syllabus supersede any discrepancies from any other source.

Instructor Information

Instructor: Professor Schuiling, MBA, PMP, Certified Scrum Master Email Address: Use BlackBoard Course Messages* (Required)

Office Info: IRC 212; Phone: (O) 231-591-2437

Student Hours: As posted in MyFSU (student hours are times that I am available for you)

Communication: *Please use FerrisConnect as your primary method of sending course messages and for submitting all assignments.* I try to return all course messages and phone calls within 24 hours on weekdays and by Monday at

noon for messages received over the weekend. *It is strongly recommended that you do not wait until the weekend to contact me* for assistance as you may not receive a reply until Monday morning.

==*Please note that Black Board Course Messages will be used for all course communications. Sending me email instead of sending a course message will delay your response.*==

Syllabus Changes: I reserve the right to make adjustments to this syllabus and the assignments listed on the class schedule whenever I judge that the adjustment(s) will better serve the overall learning needs of the class. I will keep you well informed through course announcements in Blackboard and/or sending email messages should any changes occur.

Course Description

This course provides you with a solid foundation on project management based on the Project Management Body of Knowledge (PMBOK), which is based on global best practices. Project leadership is contrasted with project management and the instructor will share insight and guidance on the art and science of project management. This course will introduce you to the project management lifecycle, process groups, and knowledge areas as defined by the Project Management Institute. Through individual and project assignments, the student will learn effective project communication through writing and group participation. This course will introduce project management as a career path and introduce the agile methodology and Scrum framework.

Course Format

This class is 16 week mixed delivery course with in-seat and on-line instruction. The class will primarily consist of lectures, group discussions, presentations, on-line discussions, written assignments, quizzes, and tests.

All tests are completed in class and will require you to bring your laptop computer. If you do not have a laptop, contact the instructor one-week prior to the test.

Prerequisite: As outlined in FSU catalog

Course Textbooks

- CAPM/PMP & Project Management Body of Knowledge (PMBOK) Guide, Fifth Edition. You can join the Project Management Institute as a student and receive a digital copy of the PMBOK or use the digital library at FSU to view the PMBOK free at http://library.ferris.edu/cgibin/ebscohostbook.cgi?565869
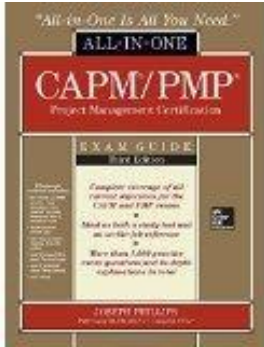
Title: CAPM/PMP
Author: Joseph Phillips
Publisher: McGraw Hill
ISBN: 978 -0—07-177604-2
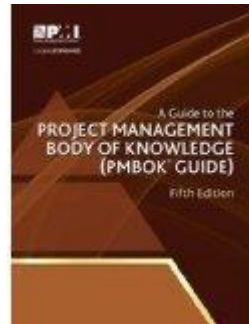
Title: Project Management Body of Knowledge (PMBOK)
Author: Project Management Institute
Publisher: Project Management Institute
ISBN: 978 -1-935589-67-9

COURSE METHODS

- Class lectures and presentations
- Class discussion and participation
- postings
- Team assignments
- Quizzes
- Mid-Term and Final Exams

- Experience the success and challenges of working

- Explore the Project Management Institute's Code

- Develop interpersonal skills such as written and oral communication, conflict management, leadership and team building through discussion boards and assignments.
- Examine alternative project management methods such as Agile.

COURSE OBJECTIVES

- Examine the domain of project management in terms of best in class processes, tools and techniques developed by the Project Management Institute and detailed in the PMBOK.

- Discussion board
- Written assignments

- Analyze all project management life cycle processes and knowledge areas and apply that knowledge in the preparation of individual and team project documents and deliverables.

with a team to develop a Project Management

Plan focused on managing a successful project

throughout its life cycle.

of Ethics and Professional Responsibility and apply the code to various scenarios common in project management.

Discussion Board – Grading Rubric

Discussion questions are posted each week and you are required to answer the question by the due date and be prepared to discuss your response in class. Your weekly discussion posting will be graded using the following grading rubric.

Your discussion board post must be 300 words or more.

Points	Description
9-10 points	Student answered the discussion board question by <u>**Wednesday**</u>. The response to the question is supported by one reference cited OR previous knowledge based on real life or work experience. Responses are relevant and well thought out.
6-8 points	The response to the discussion question was not complete, lacked thorough analysis, or did not further the discussion topic. No reference cited OR previous knowledge based on real life or work experience.
1-5 points	Did not sufficiently answer the discussion question. The response lacked analysis or thought. Response did not include a reference OR previous knowledge based on real life or work experience.
0	No participation. No response

Class Participation

Students will be required to participate and interact with one another during the semester. Each week, the instructor will call on students to share his or her discussion board posting for the week.   Students who are well prepared and give a clear response will receive more points than students who are not prepared or are not able to clearly articulate his or her position.

Course Points and Grading Scale

Course Points	**Grading Scale**
Your performance will be assessed as follows:	Your grade will be calculated as follows:

Assignment		Percent	Grade
Written Assignments (5 @ 20		94% and above	A
		90% - 93.9%	A-
Quizzes (14 @ 20)		87% - 89.9%	B+
Project Assignments (10 @ 1		84% - 86.9%	B
		80% - 83.9%	B-
Discussion Boards (14 @ 10)		77% - 79.9%	C+
		74% - 76.9%	C
Class Participation		70% - 73.9%	C-
Team Participation		67% - 69.9%	D+
Mid-Term Exam		64% - 66.9%	D
		60% - 63.9%	D-
Final Exam			
Total Points			

To pass this course, all assignments must be the original work of the student. Limit the use of multiple quotes and/or long quotes within assignments. **All references and use of external sources must be appropriately documented**. Plagiarism will result in not passing the course.

All Assignments and labs are expected to be submitted via the Blackboard assignment link**. Please DO NOT submit any assignments via course messages**.

Use reliable Internet sources for all assignments. I will accept .gov and .edu sources. **However, you are limited to one .com or one .org website for your assignments.** If you use more than one .com or .org website, points will be deducted. You will be able to complete your assignments using the textbooks and online lecture material plus one or two reliable sources. One exception to the .org rule is pmi.org.

Extra Credit/Additional Work: There should be no expectation of any extra credit work or any additional work to help elevate your grade. If extra credit work is granted; No extra assignments, projects, or course work will be accepted after the last day of class or the last assignment due date whichever comes first; unless prior arrangements have been made with the instructor.

Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not clearly express ideas will negatively impact your grade.

The instructor will not provide remedial help concerning writing problems that you might have. Students who are unable to write correctly and clearly are urged to contact the Learning Center for sources of remedial help

All tests (including Final Exams and Quizzes)

You must complete all tests individually using Respondus LockDown Browser. All tests are based on the textbooks, presentations, assignments, and discussion board questions. All tests are administered in-class via Blackboard. You must complete the quizzes and exams within the time specified, at which point the text will be saved and submitted automatically.

Written Assignments

Written assignments are 600 words or more (excluding the title, abstract and reference pages) in length. The assignments are double-spaced and use 12 point Times New Roman font, double-space. The assignments address a variety of topics related to project management. The title page (with course name, title of paper, your name, and date) is the first page. The last page of the written assignment is the reference page. Use intent citations to reference your material. Note that points will be deducted from all assignments that are not well written, organized, or constructed. Your ideas must be clear and concise. All assignments employ the use of specific rubrics for grading purposes. An Abstract is not required for written assignments.

See https://owl.english.purdue.edu/owl/resource/560/01/ for specific information on APA formatting.

See http://www.calvin.edu/library/knightcite/index.php for specific information on APA references.

Team/Project Assignments

This course will give you the opportunity to demonstrate your knowledge and understanding of project management through team and project assignments. For team assignments, your team leader will be responsible for submitting the project deliverable and completing a team evaluation form. The remaining team members only need to submit a team evaluation form. However, each team member is expected to participate in the project deliverable. All evaluations will remain confidential.

Late Submission / Make up Policy

You may miss class/be away from the course due to extenuating circumstances. To be considered for an excused absence, you must contact the instructor (via email or course message) prior to the absence and be prepared to present valid explanation and documentation.

To help you distinguish between excused and unexcused absences, I have borrowed a list of examples from Dr. Cliff Franklund, a faculty member in the Department of Biological Science at Ferris State University.

Excused Absences	Unexcused Absences
Hospitalization (with documentation from your physician)	Oversleeping
	Work – Busy week
Severe illness (with documentation from your physician)	Other class conflict
	Illness without documentation
Jury duty (with a copy of your court summons)	Forgotten deadlines
Death of family/friend (with appropriate documentation, such as funeral program, letter from family member with copy of obituary, etc.)	Not ordering and/or receiving the correct textbooks before the first day of class
Military Duty	Computer problems/Internet down

- Make up work is not allowed on discussion(s) postings. (Excused or Unexcused).
- Make up work is NOT allowed on quizzes and or exams for any Unexcused Absence.
- Students with an Excused Absence may be permitted to make up quizzes, exams and assignments providing student has and can provide proper documentation per above Excused Absences.   ☐ <mark>Unexcused and or late assignments are not accepted</mark>

Ungradable

- The instructor reserves the right to deem a student submission/deliverable as ungradable.
- Submission(s) may be deemed ungradable when there are numerous errors or omissions that cause a complete lack of clarity, conciseness, completeness and coherence in the format, organization, presentation and responses expected, of a required deliverable. As a result the planned learning objective(s), responses and requirements are left unmet and or undecipherable causing an overall inability to effectively grade the deliverable. Areas may include; presentation, organization, effective language skills, inability to covey ideas, incomplete or fractured thoughts and responses, excessive formatting errors, APA omissions, insufficient or superficial responses; all of which leads to lack of clarity and inability to effectively convey the required responses in an organized, presentable and coherent manner. When this happens, the submission will be graded at zero, with the student being notified via normal Blackboard Grading that their submission is ungradable. It is in the student's best interest to quickly contact the instructor and schedule a web or face-to-face meeting with the instructor to review the ungradable deliverable(s).

- Meeting with the instructor on an ungradable deliverable does not automatically afford a student the approval and ability to resubmit; it simply offers the student an opportunity to improve, learn and rectify behaviors for future deliverables Any resubmission of a deliverable initially deemed ungradable is solely and entirely up to the instructor and if allowed, late penalties may apply.

Cheating is not allowed. Anyone who is caught cheating will receive a zero for that assignment or test and/or will fail the class. Contact me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Plagiarism: Plain and simple – if you use ANYONE's work – regardless if it is a direct quote or paraphrase – then you MUST reference it. FAILURE TO REFERENCE it will result in my assuming you represented that person's work as your own, and therefore, stole it. Results will be failure of the work with no possible ability to make up the work. The second time you are caught plagiarizing during the course, it will result in an automatic failure of the course.

Statement Regarding Diversity

This course embraces the Ferris Core Values by providing an environment which is supportive, safe, and welcoming. We will listen respectfully to a diversity of ideas, beliefs, and cultures presented by the members of the class.

Core Values:

- Collaboration: Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

- Diversity: By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

- Ethical Community: Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- Excellence: Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

- Learning: Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

- Opportunity: Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

Statement Regarding Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at (231) 591-3057 (voice) or email ecds@ferris.edu to discuss your request further. More information can found on the web at http://www.ferris.edu/htmls/colleges/university/disability/.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

ASSIGNMENT SCHEDULE

WEEK BEGINS	THIS WEEK'S TOPICS	ASSIGNED THIS WEEK	WHAT'S DUE
Week 1 8/27/17	□ Introduction to Project Management & Lifecycles □ Organization Structures □ Project Management Processes	□ Read Chapter 1, pgs. 16-28 □ □ Read Chapter 2 in CAPM/PMP Read Chapter 3, pgs. 75-80 in CAPM/PMP	□ Discussion Board 1 □ □ Written Assignment 1 □ Syllabus Quiz 1 Install Respondus
Week 2 □ 9/3/17	Process Groups and Knowledge □ Areas □ Fall 2017 Projects □ □ Form teams □	Finish Chapter 3 in CAPM/PMP Form teams □ Select fall 2017 project □	□ Discussion Board 2 Quiz 2 Written Assignment 2
Week 3 9/10/17	□ Project Integration Management □ Project Charter □ Business Requirements	□ Read Chapter 4 in CAPM/PMP □ Project Assignment 1-Project Charter □ Install MS Project	□ Discussion Board 3 □ □ Project Assignment 1 □ Quiz 3 Install MS Project
Week 4 9/17/17	□ Project Scope Management □ Work Breakdown Structure □ Controlling Scope	□ Read Chapter 5 in CAPM/PMP □ Project Assignment 2-Project Plan and Work Breakdown Structure	• □ Discussion Board 4 • □ Written Assignment 2 Project Assignment 2 Quiz 4
Week 5 9/24/17	□ Introduction to Project Time Management □ Estimating Techniques □ Critical Path/Chain □ Sequencing tasks	□ □ Read Chapter 6 in CAPM/PMP Project Assignment 3 - Estimating	□ □ Discussion Board 5 □ Project Assignment 3 Quiz 5
Week 6 10/1/17	□ Project Time Management (continued) □ Critical Path/Chain (cont) □ Schedule Compression	□ Read Chapter 7 in CAPM/PMP □ Project Assignment – 4 Budget	□ Discussion Board 6 □ □ Project Assignment 4 Quiz 6

Week 7 10/8/17	☐ Project Cost Management ☐ Budget components ☐ Earned value, planned value, and actual costs	☐ **Study for mid-term Exam**	☐ Discussion Board 7 ☐ Mid-term exam – **Due 10/12/17**
Week 8 10/15/17	☐ Project Quality Management ☐ Cost of Quality QA ☐ and QC	☐ Read Chapter 8 in CAPM/PMP ☐ Discussion Board 8 ☐ Project Assignment 5 - Quality	☐ Discussion Board 8 ☐ Project Assignment 5 ☐ Quiz 7
Week 9 10/22/17	☐ Project Human Resources Management ☐ RACI Matrix ☐ Roles & Responsibilities	☐ Read Chapter 9 in CAPM/PMP ☐ Discussion Board 6 ☐ Project Assignment 6 – RACI/Roles	• Discussion Board 9 • Written Assignment 3 • Project Assignment 6 • Quiz 8
Week 10 10/29/17	☐ Project Communications Management	☐ Read Chapter 10 in CAPM/PMP ☐ Project Assignment 7 – Communication Plan ☐ In class exercise – team meeting	• Discussion Board 10 • Project Assignment 7 • Quiz 9
Week 11 11/5/17	☐ Project Risk Management	☐ Read Chapter 11 in CAPM/PMP ☐ Discussion Board 7 ☐ Project Assignment 8 – Risk Register	• Discussion Board 11 • Project Assignment 8 • Quiz 10
Week 12 11/12/17	☐ Project Procurement Management	☐ Read Chapter 12 in CAPM/PMP ☐ Project Assignment 9 – Procurement Plan	• Written Assignment 4 • Project Assignment 9 • Quiz 11
Week 13 11/19/17	☐ Project Stakeholder Management	☐ Read Chapter 13 in CAPM/PMP ☐ Discussion Board 12 ☐ Project Assignment 10 – Stakeholder Management	• Discussion Board 12 • Project Assignment 10 • Quiz 12
Week 14 11/26/17	☐ Introduction to Agile ☐ Introduction to Scrum	☐ Discussion Board 13 ☐ Written Assignment 5 ☐ In class exercise – Stand up	• Discussion Board 13 • Written Assignment 5 • Quiz 13
Week 15 12/3/17	☐ Visual Management Systems ☐ Velocity and Story Points ☐ Ethics for Project Managers	☐ Read Chapter 14 in CAPM/PMP ☐ Discussion Board 14 ☐ In class exercise - VMS	• Discussion Board 14 • Quiz 14

Week 16 12/10/17	☐ Review all course material	☐ **Study for Final Exam**	☐ Final Exam **Due Tuesday, December 12, 2017**

STATEMENT REGARDING PROFESSIONAL CONDUCT

Ferris students are expected to conduct themselves in a manner that is conducive to continued growth toward a business and/or professional career. Each student is expected to access classes regularly and to be fully prepared. All students are expected to act professionally and with a high degree of ethical conduct while applying themselves fully to the job of learning. All communications are expected to be conducted in a professional manner, whether written or oral.

It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

STATEMENT REGARDING ACADEMIC MISCONDUCT

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place or submitting for credit any paper not written by student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

STATEMENT REGARDING DIVERSITY

This course embraces the Ferris Core Values of diversity by providing an environment, which is supportive, safe and welcoming. We will listen respectfully to a diversity of ideas, beliefs and cultures presented by the members of the class.

CORE VALUES

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

- **Diversity:** By providing a campus, which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

The College of Business Syllabus Attachment is posted separately on Black

Ferris State University
PROJ 350 – Project Scheduling

Course:	PROJ 350 – Project Scheduling
Credit Hours:	3 credits
Semester and Year:	Fall 2017
Course Dates:	August 28 to December 8, 2017
Course Location:	Fully online using Blackboard
Class Weeks:	Class weeks begin on Monday and end on Sunday at 11:59 p.m.

The dates and terms in this syllabus supersede any discrepancies from any other source.

Instructor Information

Instructor: Professor Schuiling, MBA, PMP, Certified ScrumMaster Email Address: Use Blackboard Course Messages* (Required)

Office Info: IRC 212; Phone: (O) 231-591-2437

Student Hours: As posted in MyFSU (student hours are times that I am available for you)

Communication: _Please use Blackboard as your primary method of sending course messages and for submitting all assignments._ I try to return all course messages and phone calls within 24 hours on weekdays and by Monday at noon for messages received over the weekend. _It is strongly recommended that you do not wait until the weekend to contact me_ for assistance as you may not receive a reply until Monday morning.

==*Please note that Blackboard Course Messages will be used for all course communications. Sending me email instead of sending a course message will delay your response.==*

Syllabus Changes: I reserve the right to make adjustments to this syllabus and the assignments listed on the class schedule whenever I judge that the adjustment(s) will better serve the overall learning needs of the class. I will keep you well informed through course announcements in FerrisConnect and/or sending out email messages should any such changes occur.

COURSE DESCRIPTION

This course builds on project management fundamentals and evaluates various project management techniques used to build project schedules including time estimation, PERT, critical path, critical chain, and using float and buffers. This course examines cost estimating techniques and budget preparation. Project scheduling will review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment, and risk mitigation strategies.

Course Format

This class is 16 weeks, fully on-line. The class will consist of lectures, conference calls, group discussions, presentations, on-line discussions, written assignments, quizzes, and tests.

Prerequisite: As outlined in FSU catalog

COURSE TEXTBOOKS

➤ Kerzner, H. (2013). _Project Management, A Systems Approach to Planning, Scheduling, and Controlling_ (11th ed.). New York, NY: Wiley. ISBN: 978-1-118-02227-6

- ➤ The PMBOK Guide is optional. You can join the Project Management Institute as a student and receive a digital copy of the PMBOK or use the digital library at FSU to view the PMBOK free at http://library.ferris.edu/cgi-bin/ebscohostbook.cgi?565869

COURSE METHODS, OBJECTIVES, AND ASSESSMENTS

COURSE METHODS

- • Online Lectures and Presentations
- • Discussion Board
- • On-line using Blackboard Collaborate

ASSESSMENTS

- • Written Assignments
- • Quizzes
- • Mid-term Exam
- • Final Exam

COURSE OBJECTIVES

- • Understanding scheduling from a traditional project management perspective.
- • Learn how to create a meaningful and practical project schedule.
- • Learn to monitor, control, and communicate the status of projects to stakeholders through Gantt, visual management, and control charts
- • Determine level of risk and proper risk mitigation strategies in relation to project buffers and float.
- • Learn proper construction of project plans using analysis, design, and testing methodologies.
- • Integrate best practices, ethics, and lessons learned to improve project schedules and budgets.
- • Apply scheduling techniques to alternative project methodologies such as agile project management.

COURSE POINTS AND GRADING SCALE

Course Points

Your performance will be assessed as follows:

Assessment	Points
Written Assignments (6 @ 20)	120
Project Assignments (6@25)	150

Grading Scale

Your grade will be calculated as follows:

Percent	Grade
95% and above	A
90% - 94.9%	A-
88% - 89.9%	B+

Discussion Boards (10 @ 20)		85% - 87.9%	B
Quizzes (7@20)		80% - 84.9%	B-
		78% - 79.9%	C+
Mid-term Exam		75% - 77.9%	C
Final Exam		70% - 74.9%	C-
		68% - 69.9%	D+
Total Points		65% - 67.9%	D
		60% - 64.9%	D-
		Below 59.9%	F

ALL TESTS (INCLUDING QUIZZES AND EXAMS)

This course requires the use of Respondus LockDown Browser. You must download and install Respondus on your computer. All tests are based on the textbooks, presentations, assignments, discussion board questions, and are cumulative. Tests may be a combination of essay, true/false, or multiple choice questions. Each test must be completed in the time specific.

WRITTEN ASSIGNMENTS

Written assignments are 600 words or more (excluding the title, abstract and reference pages) in length. The assignments are double-spaced and use 12 point Times New Roman font, double-space. The assignments address a variety of topics related to project management. The title page (with course name, title of paper, your name, and date) is the first page. The last page of the written assignment is the reference page. Use in text citations to reference your material. Note that points will be deducted from all assignments that are not well written, organized, or constructed. Your ideas must be clear and concise. All assignments employ the use of specific rubrics for grading purposes. An Abstract is not required for written assignments.

See https://owl.english.purdue.edu/owl/resource/560/01/ for specific information on APA formatting.

See http://www.calvin.edu/library/knightcite/index.php for specific information on APA references.

PROJECT ASSIGNMENTS

Project assignments vary in length and topics. Although done individually for on-line courses, project assignments allow the student to demonstrate proficiency by completing standard project templates addressing a variety of knowledge areas. Project assignments generally use specific rubrics for grading purposes. Typically there is no length requirement on project assignments. However, you must

complete all of the information in each assignment. Note that grammar, spelling, and organization is evaluated.

DISCUSSION BOARD RUBRIC

Students will be required to participate and interact with one another during the semester on the course discussion boards. Discussion questions will be posted periodically. You are required to create at least <u>one</u> <u>original answer</u> to each discussion question and <u>respond to at least two</u> of your classmates. Early posting in the discussion board will ensure you receive replies from fellow students. Your weekly discussion posting will be graded using the following grading rubric.

Your initial discussion board post must be 300 words or more. In addition, responses to your peers must be 100 words or more to be considered for full credit.

Points	Description
16-20 points	Student answered the discussion board question by **<u>Thursday</u>** before the post is due. The student responded to at least two posts from fellow students by the final due date **<u>AND met the length requirements</u>**. The response to the initial question is supported by one reference cited OR previous knowledge based on real life or work experience. Responses to peers were relevant and well thought out.
10-15 points	The response to the discussion question was not complete, lacked thorough analysis, did not further the discussion topic or did not meet the length requirements. Did not respond to two posts from fellow students. No reference(s) cited OR previous knowledge based on real life or work experience used.
1-9 points	Did not sufficiently answer the discussion question, did not respond to two posts from fellow students or did not meet the length requirements. Responses were made in one visit to the site and lacked analysis or thought. Response did not include a reference OR previous knowledge based on real life or work experience.
0	No participation. No response

CLASS SCHEDULE

WEEK BEGINS	THIS WEEK'S TOPICS	ASSIGNED THIS WEEK	WHAT'S DUE WHEN

Week 1 8/28/17	☐ Understanding Project Management ☐ Traditional Project Management Processes ☐ Triple Constraint	☐ Read Chapter 1 pgs. 1-33 ☐ Review course Syllabus ☐ Review PowerPoint presentation ☐ Respondus LockDown Browser	• Install Respondus • Discussion Board 1 • Written Assignment 1 • Quiz 1 **Due no later than 11:59 PM on Sunday, 9/3/17**
Week 2 9/4/17	☐ Project Success/Failure ☐ Phase Gate Reviews	☐ Read Chapter 2 pgs. 66-85 ☐ Read Chapter 3 pgs. 111-136 ☐ Select a project from the Fall 2017 folder	• Select project; email instructor with selection • Discussion Board 2 • Written Assignment 2 **Due no later than 11:59 pm on Sunday, 9/10/17**
Week 3 9/11/17	☐ Managing Time, Stress, and Burnout ☐ Time Robbers ☐ Managing Conflict	☐ Read Chapter 6 pgs. 355-362 ☐ Read Chapter 7 pgs. 365-377 ☐ Install MS Project	• Install MS Project-email instructor with confirmation • Written Assignment 3 • Quiz 2 **Due no later than 11:59 pm on Sunday, 9/17/17**
Week 4 9/18/17	☐ Project Charter ☐ Work Breakdown Structure ☐ Role Identification	☐ Read Chapter 11 pgs. 505-566 ☐ Project Charter	• Discussion Board 3 • Project Assignment 1 **Due no later than 11:59 pm on Sunday, 9/24/17**
Week 5 9/25/17	☐ Network Scheduling Techniques ☐ Critical Path ☐ Critical Chain	☐ Read Chapter 12 pgs. 597-620	• Project Assignment 2 • Quiz 3 **Due no later than 11:59 pm on Sunday, 10/1/17**
Week 6 10/2/17	☐ Crashing the Schedule ☐ Leads/Lags ☐ Float	☐ Read Chapter 12 pgs. 620-640	• Discussion Board 4 • Project Assignment 3 **Due no later than 11:59 pm on Sunday, 10/8/17**
Week 7 10/9/17	☐ Project Status Reporting ☐ Introduction to Pricing and Estimating	☐ Read Chapter 13 pgs. 661-674 ☐ Read Chapter 14 pgs. 667-690 ☐ Mid-term Exam	• Written Assignment 4 • Mid-term Exam **Due no later than 11:59 pm on Thursday, 10/12/17**

Week 8 10/16/17	□ Pricing, Payback, and Pitfalls □ Return on Investment □ Internal Rate of Return □ Business Value	□ Read Chapter 14 pgs.705-726	• Discussion Board 5 • Written Assignment 5 **Due no later than 11:59 pm on Sunday, 10/22/17**
Week 9 10/23/17	□ Cost Control □ Status Reporting □ KPI's	□ Read Chapter 15 pgs. 775-779 □ Read Chapter 15 pgs. 785-815	• Project Assignment 4 • Quiz 4 **Due no later than 11:59 pm on Sunday, 10/29/17**
Week 10 10/30/17	□ Project Risk Identification □ Risk Analysis □ Risk Register	□ Read Chapter 17 pgs. 871- 929	• Discussion Board 6 • Project Assignment 5 **Due no later than 11:59 pm on Sunday, 11/5/17**
Week 11 11/6/17	□ The Project Management/Support Office, PMO or PSO □ Ethics and the PMI Code of Conduct	□ Read Chapter 23	• Discussion Board 7 • Quiz 5 **Due no later than 11:59 pm on Sunday, 11/12/17**
Week 12 11/13/17	□ Introduction to Agile Project Management □ Scrum Framework □ Story Points	□ Review all lecture material as posted on Blackboard □ Watch presentation on Scrum □ Watch presentation on Story Points	• Discussion Board 8 • Written Assignment 6 **Due no later than 11:59 pm on Sunday, 11/19/17**
Week 13 11/20/17	□ Defining the product backlog □ Grooming the product backlog □ Visual Management Systems	□ Review all lecture material as posted on Blackboard □ Watch the video on grooming the backlog	• Discussion Board 9 • Project Assignment 6 • Quiz 6 **Due no later than 11:59 pm on Sunday, 11/26/17**
Week 14 11/27/17	□ Sprint Planning and Retrospectives □ Stand up and Catch ball □ Estimating, Velocity, and Burndown	□ Review all lecture material as posted on Blackboard □ Read the Scrum Guide	• Discussion Board 10 • Quiz 7 **Due no later than 11:59 pm on Sunday, 12/3/17**
Week 15 12/4/17	□ Final Exam	□ Review all class topics	□ Final Exam **Due no later than 11:59 pm on Friday, 12/8/17**

MAKEUP POLICY

You may miss class/be away from the course due to extenuating circumstances. To be considered for an excused absence, you must contact the instructor (via email or course message) prior to the absence and be prepared to present valid explanation and documentation.

To help you distinguish between excused and unexcused absences, I have modified a list of examples from Dr. Cliff Franklund, a faculty member in the Department of Biological Science at Ferris State University.

Excused Absences	Unexcused Absences
Hospitalization (with documentation from your physician)	Busy week at work, no time for class
Severe illness (with documentation from your physician)	Other class conflict, class not a priority
	Illness without documentation
Jury duty (with a copy of your court summons)	Forgotten deadlines
Bereavement (with appropriate funeral program, letter from family member with copy of obituary, etc.)	Not ordering and/or receiving the correct documentation, such as textbooks before the first day of class is not an acceptable reason to request extensions of assignment due dates.
	Computer problems

Make-up/Late Submission Policy

- Make up work is not allowed on discussion(s) postings, excused or unexcused.
- Make up work is NOT allowed on quizzes and or exams for any unexcused absence.
- Students with an excused absence may be permitted to make up quizzes, exams and assignments providing student has and can provide proper documentation per above excused

  ==Unexcused and or late assignments will be docked 10% per day for each day they are late <u>without exception.</u>==
  absences.
-
- No late work will be accepted after one week from original submission date.

Ungradable

- The instructor reserves the right to deem a student submission/deliverable as ungradable.
- Submission(s) may be deemed ungradable when there are numerous errors or omissions that cause a complete lack of clarity, conciseness, completeness and coherence in the format, organization, presentation and responses expected, of a required deliverable. As a result the planned learning objective(s), responses and requirements are left unmet and or undecipherable causing an overall inability to effectively grade the deliverable. Areas may include; presentation, organization, effective language skills, inability to covey ideas, incomplete or fractured thoughts and responses, excessive formatting errors, APA omissions, insufficient or superficial responses; all of which leads to lack of clarity and inability to effectively convey the required responses in an organized, presentable and coherent manner. When this happens, the submission will be graded at zero, with the student being notified via normal Blackboard Grading that their submission is ungradable. It is in the student's best interest to quickly contact the instructor and schedule a web or face-to-face meeting with the instructor to review the ungradable deliverable(s).
- Meeting with the instructor on an ungradable deliverable does not automatically afford a student the approval and ability to resubmit; it simply offers the student an opportunity to improve, learn and change behaviors for future deliverables Any resubmission of a deliverable initially deemed ungradable is solely and entirely up to the instructor and if allowed, late penalties may apply.

Reputable and Authoritative Resources

To pass this course, all assignments must be the original work of the student, or team, if applicable. Limit the use of multiple quotes and/or long quotes within assignments. **This course requires the use of authoritative sources, which must be appropriately documented**. Plagiarism will result in not passing the course. Submitted work may be checked using Safe Assign or similar services.

Use reliable Internet sources for all assignments. I will accept .gov and .edu sources. However, you are limited to one .com or one .org website for your assignments. If you use more than one .com or .org website, points will be deducted. You will be able to complete your assignments using the textbooks and on-line lecture material plus one or two reliable sources. One exception to the .org rule is pmi.org.

Authoritative Resources

- "An authoritative source is one that has been written by an expert who is recognized in his or her field of expertise; some examples include peer-viewed journal articles, government websites, public records and books by reputable, well-known publishers"., (All "When doing research"., 2016).

- "The Library specializes in collecting these types of resources so that students and faculty have the tools they need to research effectively. Rest assured that resources accessed through the Library's website are always authoritative and appropriate for academic work". (Gibbs, 2016).

- "Using Google (and other search engines on the Web) for research is risky. Free internet resources are sometimes authoritative (especially if they are offered by government agencies or academic institutions), but usually are not. Wikipedia, Slide Share for example, is not authoritative because there is no way to verify authorship and anyone can edit an entry at any time". (Gibbs, 2016).

STATEMENT REGARDING PROFESSIONAL CONDUCT

Ferris students are expected to conduct themselves in a manner that is conducive to continued growth toward a business and/or professional career. Each student is expected to access classes regularly and to be fully prepared. All students are expected to act professionally and with a high degree of ethical conduct while applying themselves fully to the job of learning. All communications are expected to be conducted in a professional manner, whether written or oral.

It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

Ethics Statement

The technologies, situations, and implications that comprise the field of information security require the highest ethical and moral standing. As such, any personal lapse of this standing – whether it is a lapse in judgment or a well-constructed scheme – may constitute grounds for dismissal from the course, the program, and Ferris State University. Additionally, there is potential for legal consequence that may include prosecution. Do not duplicate or continue to access any information that may be of a criminal nature, violates privacy, and/or conflicts with this Ethics Statement. Should you come across anything of this nature, don't hesitate to contact the instructor immediately.

Statement Regarding Academic Misconduct

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place, or submitting for credit any paper not written by the student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software, and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

Academic Integrity

You are responsible for making yourself aware of and understanding the <u>Codes of Student Community Standards</u>, including **Disciplinary Procedures**. Review the FSU policy at <u>http://www.ferris.edu/HTMLS/administration/studentaffairs/judicial/student-code.pdf</u>. These policies include cheating, fabrication, facilitating academic dishonesty, interference, plagiarism, violation of course rules, and violation of professional standards and ethics. If there is reason to believe you are involved in academic dishonesty, you will be subject to disciplinary actions.

Cheating is not allowed. Anyone who is caught cheating will receive a zero for that assignment or test and/or will fail the class. Contact me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Plagiarism: Plain and simple – if you use ANYONE's work – regardless if it is a direct quote or paraphrase – then you MUST reference it. FAILURE TO REFERENCE it will result in my assuming you represented that person's work as your own, and therefore, stole it. Results will be failure of the work with no possible ability to make up the work. The second time you are caught plagiarizing during the course, it will result in an automatic failure of the course.

Statement Regarding Diversity

This course embraces the Ferris Core Values by providing an environment which is supportive, safe, and welcoming. We will listen respectfully to a diversity of ideas, beliefs, and cultures presented by the members of the class.

Core Values:

- <u>Collaboration</u>: Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

- <u>Diversity</u>: By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

- <u>Ethical Community</u>: Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- <u>Excellence</u>: Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

- <u>Learning</u>: Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

- Opportunity: Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

Statement Regarding Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at (231) 591-3057 (voice) or email ecds@ferris.edu to discuss your request further. More information can found on the web at http://www.ferris.edu/htmls/colleges/university/disability/.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

The College of Business Syllabus Attachment is posted separately on Blackboard.

Ferris State University
PROJ 351 – Project Communication

Course:	PROJ 351 – Project Communication
Credit Hours:	3 credits
Semester and Year:	Summer 2018
Course Dates:	June 27, 2018 to August 8, 2018
Course Location:	Fully on-line
Class Weeks:	The class week begins on Sunday and ends the following Sunday at 11:59 p.m. except for :he first week. *nd terms in this syllabus supersede any discrepancies from any other source.*

The dates a

Instructor Information

Instructor:	Professor Schuiling, MBA, PMP, Certified Scrum Master
Email Address:	Use Blackboard Course Messages* (Required)
Skype:	steven.schuiling1
Student Hours:	As posted in MyFSU (student hours are times that I am available for you)

Communication: *Please use Blackboard as your primary method of sending course messages and for submitting all assignments.* I try to return all course messages and phone calls within 24 hours on weekdays and by Sunday at noon for messages received over the weekend. *It is strongly recommended that you do not wait until the weekend to contact me* for assistance, as you may not receive a reply until Sunday morning.

*Please note that Blackboard Course Messages will be used for all course communications. Sending me email instead of sending a course message will delay your response.

Syllabus Changes: I reserve the right to adjust this syllabus and the assignments listed on the class schedule whenever I judge that the adjustment(s) will better serve the overall learning needs of the class. I will keep you well informed through course announcements in MyFSU and/or sending out email messages should any such changes occur.

COURSE DESCRIPTION

This course will be conducted in an online environment using Blackboard. It will explore a key knowledge area of Project Management – Communication. We will explore communication strategies and tools that improve the effectiveness of all project communication. We will focus on ways to improve communication within the project team and with stakeholders. Throughout the course, we will employ resources such as the course textbook, Project Management Body of Knowledge, and white papers to support our discussions. We will learn to apply specific communication tools to various project scenarios.

Course Format

This class is a 7 week, fully on-line accelerated course. Blackboard is used to facilitate discussion, quizzes and assignments. The class will consist of lectures, class discussions, presentations, on-line discussions, written assignments, quizzes, and tests. All quizzes will be completed on-line.

Prerequisite: As outlined in FSU catalog

COURSE TEXTBOOK(s) AND MATERIALS

Title: Project Management Communication Tools
Author: William Dow and Bruce   Taylor
Publisher: Dow Publishing LLC
ISBN : 978 -0985869526
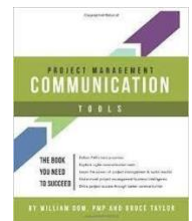
COURSE METHODS, OBJECTIVES, AND ASSESSMENTS

COURSE METHODS

COURSE OBJECTIVES

- Online Lectures and Presentations
- Class discussion, as assigned conference calls, as scheduled
- The student will evaluate project

☐ The student will examine the importance of project communication ☐ On-line and how it influences the success of projects.

ASSESSMENTS communication tools and assess

practice assignments and their effectiveness and value through collaborative discussion.

- • Written Assignments
- • Project or Group Assignments ⬜
- • Quizzes
- • Discussion Board

⬜ The student will work to develop a comprehensive project communication plan focused on meeting the communication needs of the project team and stakeholders.

⬜ The student will evaluate interpersonal skills such as conflict management, leadership and team building through practice scenarios.

COURSE POINTS AND GRADING SCALE

Course Points

Your understanding will be assessed as follows:

Grading Scale

Your grade will be calculated as follows:

Assessment
Discussion Boards (5 @ 10)
Assignments (6 @ varies)
Quizzes (7 @ 15)
Total Points

Percent	Grade
95% and above	A
90% - 94.9%	A-
88% - 89.9%	B+
85% - 87.9%	B
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65% - 67.9%	D
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Below 59.9%	F

ALL TESTS, QUIZZES, AND EXAMS

This course may require the use of Respondus LockDown Browser and a laptop computer. All test questions are based on the textbooks, presentations, assignments, and discussion board questions.

Tests may be a combination of essay, true/false, or multiple-choice questions. Each test must be completed in the time specified.

WRITTEN ASSIGNMENTS

Written assignments are 500 words (approximately 3 pages) or more (excluding the title, and reference pages) in length. A Word template for written assignments is provided that you must use. All assignments are submitted as Word or Word compatible. Do not submit .pdf documents. The assignments are double-spaced and use 12-point Times New Roman font, double-space. The assignments address a variety of topics related to project scheduling. The title page (with course name, title of paper, your name, and date) is the first page. The last page of the written assignment is the reference page. Use in-text citations to reference your material. Note that points will be deducted from all assignments that are not well written, organized, or constructed. Your ideas must be clear and concise. All assignments employ the use of specific rubrics for grading purposes. An Abstract is not required for written assignments.

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Discussion Board – Grading Rubric

Students will be required to participate and interact with one another during the semester through discussion board postings and responses to peers. Discussion questions are posted each week and you are required to answer the question by the due date and respond to at least one posting from your peers. See the Discussion Board rubric in Blackboard.

Your discussion board post must be 250 words or more. Responses are 50 words or more.

CLASS SCHEDULE – SEE BLACKBOARD

SAFE ASSIGN

All written assignments are submitted to SafeAssign. You may run and submit your assignment to

SafeAssign as many times as you need to ensure that plagiarism is not present in your paper. I will grade the last submission of your assignment. **Your SafeAssign match should be no greater than 20% or points will be deducted.**

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	Illness without documentation
Jury duty (with a copy of your court summons)	Forgotten deadlines
Bereavement (with appropriate documentation, such as funeral program, letter from family member with copy of obituary, etc.)	Not ordering and/or receiving the correct textbooks before the first day of class is not an acceptable reason to request extensions of assignment due dates.

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- Make up work is not allowed on discussion(s) postings, excused or unexcused.
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Use reliable Internet sources for all assignments. I will accept .gov and .edu sources. However, you are limited to one .com or one .org website for your assignments. If you use more than one .com or .org website, points will be deducted. You will be able to complete your assignments using the textbooks and on-line lecture material plus one or two reliable sources. One exception to the .org rule is pmi.org.

Authoritative Resources

- "An authoritative source is one that has been written by an expert who is recognized in his or her field of expertise; some examples include peer-viewed journal articles, government websites, public records and books by reputable, well-known publishers"., (All "When doing research"., 2016).

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It is the student's obligation to know and observe all University policies and procedures and to keep current by reading the materials posted on the Ferris University Web Site and in its printed policies and bulletins.

Ethics Statement

The technologies, situations, and implications that comprise the field of information security require the highest ethical and moral standing. As such, any personal lapse of this standing – whether it is a lapse in judgment or a well-constructed scheme – may constitute grounds for dismissal from the course, the program, and Ferris State University. Additionally, there is potential for legal consequence that may include prosecution. Do not duplicate or continue to access any information that may be of a criminal nature, violates privacy, and/or conflicts with this Ethics Statement. Should you come across anything of this nature, don't hesitate to contact the instructor immediately.

Statement Regarding Academic Misconduct

Plagiarism, unauthorized collusion on examinations, theft, sale, purchase or other unauthorized procurement of examinations or essay material, use of unauthorized aids while taking an examination, having someone else take an exam in your place, or submitting for credit any paper not written by the student, taking an exam for another student, copying of "do not copy" designated library materials, copying copyrighted software, and destruction of equipment by introducing a computer virus and other similar actions are considered to be academic misconduct and unacceptable for students enrolled at Ferris State University.

Academic Integrity

You are responsible for making yourself aware of and understanding the Codes of Student Community Standards, including **Disciplinary Procedures**. Review the FSU policy at http://www.ferris.edu/HTMLS/administration/studentaffairs/judicial/student-code.pdf. These

policies include cheating, fabrication, facilitating academic dishonesty, interference, plagiarism, violation of course rules, and violation of professional standards and ethics. If there is reason to believe you are involved in academic dishonesty, you will be subject to disciplinary actions.

Cheating is not allowed. Anyone who is caught cheating will receive a zero for that assignment or test and/or will fail the class. Contact me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Plagiarism: Plain and simple – if you use ANYONE's work – regardless if it is a direct quote or paraphrase – then you MUST reference it. FAILURE TO REFERENCE it will result in my assuming you represented that person's work as your own, and therefore, stole it. Results will be failure of the work with no possible ability to make up the work. The second time you are caught plagiarizing during the course, it will result in an automatic failure of the course.

Statement Regarding Diversity

This course embraces the Ferris Core Values by providing an environment, which is supportive, safe, and welcoming. We will listen respectfully to a diversity of ideas, beliefs, and cultures presented by the members of the class.

Core Values:

- Collaboration: Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

- Diversity: By providing a campus that is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

- Ethical Community: Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- Excellence: Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

- Learning: Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

- Opportunity: Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

Statement Regarding Disability

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at (231) 591-3057 (voice) or email

ecds@ferris.edu to discuss your request further. More information can found on the web at
http://www.ferris.edu/htmls/colleges/university/disability/.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

The College of Business Syllabus Attachment is posted separately on Blackboard

Appendix B – LPM Minor Outcomes Assessment – TracDat Information for Academic Year 2013/14

Leadership and Project Management Minor Outcome Assessment - 2013/2014				Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)				portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions. (MGMT 350)				portfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)				portfolio	Success: 70% of class has a combined M or H rating.	
4. Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations. (PROJ 320)					Success: 70% of class has a combined M or H rating.	
5. Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies. (PROJ 350)					Success: 70% of class has a combined M or H rating.	
6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Reports. (PROJ 351)						

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 350 -Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation	O3 (MGMT 492 Final Industry Project Paper)	O4 (PROJ 320)	O5 (PROJ 350)	O6 (PROJ 351)
% H, M, L	H: 86%;M: 6 %; L: 8%	H: ;M: ; L:	H: 58%; M: 37%; L: 5%			
Comments		C.J. Boling was the primary instructor for this course at this time.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.
Actions			Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.			

Appendix B- LPM Minor Outcomes Assessment – TracDat Information for Academic Year 2014/15

Leadership and Project Management Minor Outcome Assessment - 2014/2015				Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)				portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions. (MGMT 350)				portfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)				portfolio	Success: 70% of class has a combined M or H rating.	
4. Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations. (PROJ 320)					Success: 70% of class has a combined M or H rating.	
5. Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies. (PROJ 350)					Success: 70% of class has a combined M or H rating.	
6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Reports. (PROJ 351)					Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 350 -Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation	O3 (MGMT 492 Final Industry Project Paper)	O4 (PROJ 320)	O5 (PROJ 350)	O6 (PROJ 351)
% H, M, L	H:85%; M: 8%; L: 7%	H: 60%; M: 31%; L: 9%	H: 65%; M: 35%; L: 0%			
Comments		New instructors are in collaborative discussions to revamp the course to include a simulation experience. Current course structure is lecture based using a custom textbook.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.
Actions		Business simulation packages are being reviewed that will require team decision making in a corporate environment. The simulation will be used to supplement and reinforce course instruction.	Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.			

Appendix B- LPM Minor Outcomes Assessment – TracDat Information for Academic Year 2015/16

Leadership and Project Management Minor Outcome Assessment - 2015/2016				Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond				portfolio	Success: 70% of class has a	H: 85-100
2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions. (MGMT 350)				portfolio	Success: 70% of class has a combined M or H rating	M: 75-84
						L: Below 74
3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)				portfolio	Success: 70% of class has a combined M or H rating.	
4. Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations. (PROJ 320)				project paper	Success: 70% of class has a combined M or H rating.	
5. Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies. (PROJ 350)				portfolio	Success: 70% of class has a combined M or H rating.	
6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Reports. (PROJ 351)				portfolio		

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 350 -Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation	O3 (MGMT 492 Final Industry Project Paper)	O4 (PROJ 320)	O5 (PROJ 350)	O6 (PROJ 351)
% H, M, L	H:85%; M: 9%; L: 4%	H: 55% ;M: 42%; L: 3%	H: 85%; M:15%; L: 0%	H: 93%; M:4%; L:3%		
Comments		Corporation simulation has been implemented, and student teams have been created in a competitive business marketplace.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment and due dates.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.	Assessment data was not submitted for this course. Dan Tuuri was the instructor for the course at this time. He is no longer at Ferris State University.
Actions		Implementation of corporation simulation provides practical application of course information for student teams allowing for authentic assessment. Intentional team selection will create diverse team dynamic.	Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Emphasize having a peer read the paper for clarity prior to turning the paper in.		

Appendix B- LPM Minor Outcomes Assessment – TracDat Information for Academic Year 2016/17

Leadership and Project Management Minor Outcome Assessment - 2016/2017			Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)			portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatviely benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions. (MGMT 350)			porfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)			portfolio	Success: 70% of class has a combined M or H rating.	
4. Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations. (PROJ 320)				Success: 70% of class has a combined M or H rating.	
5. Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies. (PROJ 350)				Success: 70% of class has a combined M or H rating.	
6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Reports. (PROJ 351)				Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 350 -Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation	O3 (MGMT 492: Final Industry Project Paper)	O4 (PROJ 320)	O5 (PROJ 350)	O6 (PROJ 351)
% H, M, L	H:86%; M: 8%; L: 6%	H: 50%; M: 32%; L: 18%	H: 55%; M: 36%; L: 9%	H: 95%; M: 5%; L: 0%	H: 94%; M:3%; L:3%	H: 97%; M:0%; L:3%
Comments		This course draws students from a variety of different backgrounds (i.e., BA, Hosp, Heavy Eq, Graphic Arts, Chemistry, Welding, Music, Sports Comm). Emphasis is placed on course component continuity, time management, and team participation.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Discuss the project plan in more detail.	Students who are not familiar with the class project (building a house) must do some research with the project team prior to completing the WBS.	Continuous Improvement: Reinforce student participation and encourage questions.
Actions		Add more interactive examples to the Blackboard library file. Increase team simulation practice time. Provide students with more instructor access opportunities beyond posted times. Review market for new simulation products.	Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Remind students of grammar and spelling errors. Communications must be clear.	Remind students to ask questions of the project sponsor (teacher) when in class. This is where you extract project requirements from the project sponsor.	Decrease the number of people on teams.

Appendix B- LPM Minor Outcomes Assessment – TracDat Information for Academic Year 2017/18

Leadership and Project Management Minor Outcome Assessment - 2017/2018			Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)			portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Develop skills in metric-based management to enhance planning activities, to effectively assess situations, perform reliable analysis, as well as detect and hedge risk. Comparatively benchmark performance. Provide a foundation for continuous improvement, improve understanding and dialogue across a firm's Operations, Marketing and Finance functions. (MGMT 350)			portfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Evaluate, design, improve and lead a lean service business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)			portfolio	Success: 70% of class has a combined M or H rating.	
4. Examine project management knowledge areas and apply knowledge in preparation of project documents and deliverables. Apply Project Management Institute (PMI) Code of Ethics and Professional responsibility to various situations. (PROJ 320)				Success: 70% of class has a combined M or H rating.	
5. Evaluate various project management techniques used to build project schedules, including time estimation, PERT, critical path, critical chain and the use of float and buffers. Examine cost estimating techniques, project budget preparation and review risk management tools and techniques including risk identification, quantitative and qualitative risk assessment and risk mitigation strategies. (PROJ 350)				Success: 70% of class has a combined M or H rating.	
6. Construct plans that demonstrate an understanding of project team acquisition, project team development and project team management. Construct and/or describe Communication Plans, Information Distribution methodologies, Stakeholder Expectation Management and Performance Reports. (PROJ 351)				Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 350 -Formative Team Assessments, Summative Individual Assessments, Final Team Simulation Analysis, Peer Evaluation	O3 (MGMT 492 Final Industry Project Paper)	O4 (PROJ 320 Case Study)	O5 (PROJ 350 Assignment)	O6 (PROJ 351)
% H, M, L	H:86%; M: 9%; L: 5%	H: 55%; M: 32%; L: 13%	H: 93%; M: 0%; L: 7%	H: 100%; M: 0%; L: 0%	H: 100%; M: 0%; L: 0%	H: 100%; M: 0%; L: 0%
Comment		This course draws students from a variety of different backgrounds (i.e., BA, Hosp, Heavy Eq, Graphic Arts, Chemistry, Welding, Music, Sports Comm). Emphasis is placed on course component continuity, time management, and team participation.	Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Continuous improvement: introduce a case study provided by PMI to allow students to evaluate, synthesize, and present project management ethics to the class.	Continuous Improvement: stress the need to apply the correct estimating and scheduling tools and techniques based on PMI best practices and industry experiences.	Continuous Improvement: Continue to refine requirements for the on-line (Zoom) presentations and meetings. Hold a mock conf call.
Actions	Add two additional contact hours reviewing the techniques for applying the basic and advanced leadership skills to practice for community service presentation.	Allow student iteration of formative assessments to improve comprehension. Add 2.5 additional hours for collaborative peer feedback. Provide assignment templates for use with assessments and final simulation analysis.	Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Stress that the purpose of this assignment is to address ethics in the context of PMI's Code of Ethics and Responsibilities of project management.	Continue to emphase different scheduleing techniques based on the specific project being managed.	Stress the importance of virtual teams and virtual communication.

Appendix C – LS Certificate Outcomes Assessment – TracDat Information for Academic Year 2013/14

Leadership and Supervision Certficate Assessment - 2013/2014

					Method	Success Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)					portfolio	Success: 70% of class has a combined M or H rating.
2. Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problme resolution and A3 Reporting). (MGMT 492)					porfolio	Success: 70% of class has a combined M or H rating.
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner. (MGMT 412)						
4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team. (MGMT 370)					porfolio	Success: 70% of class has a combined M or H rating.
						Success: 70% of class has a combined M or H rating.

	O1 (MGMT 305: Community Service	O2 (MGMT 492: Final Industry Project	O3 (MGMT 412: Final Project	O4 (MGMT 370 Assignment)		
% H, M, L	H:86%; M: 8%; L: 6%	H: 55%; M: 36%; L: 9%	H: 71%;M: 16%; L: 13%	H: 57%, M: 40%, L: 3%		Success: 70% of class has a combined M or H rating.
Comments		Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice.	Students with internship or prior work experience (full time or part time) were able to answer discussion questions and develop the final project (both apply theory to practice) better than those without and internship or prior work experience.	Only 6 sections have been used to develop score out of 18.		
Actions		Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Provide relevant examples and hands on exercises in class. Remind students of posted example assignments in Blackboard. Encourage students to seek out an internship or obtain work experience prior to taking the course.			

Appendix C – LS Certificate Outcomes Assessment – TracDat Information for Academic Year 2014/15

Leadership and Supervision Certficate Assessment - 2014/2015

				Method	Success Criteria	Grade Criteri
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)				portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problme resolution and A3 Reporting). (MGMT 492)				porfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner. (MGMT 412)						
4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team. (MGMT 370)				porfolio	Success: 70% of class has a combined M or H rating.	
					Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 492: Final Industry Project Paper)	O3 (MGMT 412: Final Project Presentation)	O4 (MGMT 370 Assignment)			
% H, M, L	H:86%; M: 8%; L: 6%	H: 55%; M: 36%; L: 9%	H:59%;M: 16%; L:25%	H: 77%, M: 18%, L: 5%	Success: 70% of class has a combined M or H rating.	
Comments		Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Students with internship or prior work experience (full time or part time) were able to answer discussion questions and develop the final project (both apply theory to practice) better than those without and		Success: 70% of class has a combined M or H rating.	
Actions		Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Provide relevant examples and hands on exercises in class. Remind students of posted example assignments in Blackboard. Encourage students to seek out an internship or obtain work experience prior to taking the course.	Decrease point allocation for McGraw Hill connect and assign more problems.		

Appendix C– LS Certificate Outcomes Assessment – TracDat Information for Academic Year 2015/16

Leadership and Supervision Certficate Assessment - 2015/2016				Method	Success Criteria	Grade Criteri
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)				portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problme resolution and A3 Reporting). (MGMT 492)				porfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner. (MGMT 412)				porfolio	Success: 70% of class has a combined M or H rating.	
4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team. (MGMT 370)				assignment		
					Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 492: Final Industry Project Paper)	O3 (MGMT 412: Final Project Presentation)	O4 (MGMT 370 Assignment)
% H, M, L	H:86%; M: 8%; L: 6%	H: 55%; M: 36%; L: 9%	H:47%;M: 22%; L: 31%	MGMT 370; H: 63%, M: 24%, L: 13%
Comments		Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Students with internship or prior work experience (full time or part time) were able to answer discussion questions and develop the final project (both apply theory to practice) better than those without and internship or prior work experience.	
Actions		Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Provide relevant examples and hands on exercises in class. Remind students of posted example assignments in Blackboard. Encourage students to seek out an internship or obtain work experience prior to taking the course.	

Appendix C – LS Certificate Outcomes Assessment – TracDat Information for Academic Year 2016/17

Leadership and Supervision Certficate Assessment - 2016/2017

					Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)					portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problme resolution and A3 Reporting). (MGMT 492)					porfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 L: Below 74
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner. (MGMT 412)					porfolio	Success: 70% of class has a combined M or H rating.	
4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team. (MGMT 370)					assignment	Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 492: Final Industry Project Paper)	O3 (MGMT 412: Final Project Presentation)	O4 (MGMT 370 Assignment)			
% H, M, L	H:86%; M: 8%; L: 6%	H: 55%; M: 36%; L: 9%	H:75%;M: 8%; L: 17%	MGMT 370; H: 54%, M: 36%, L: 10%			
Comments		Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Students with internship or prior work experience (full time or part time) were able to answer discussion questions and develop the final project (both apply theory to practice) better than those without and internship or prior work experience.	MGMT 370; Forecasting, Quality Management, and Scheduling math problem for most non-management students			
Actions		Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Provide relevant examples and hands on exercises in class. Remind students of posted example assignments in Blackboard. Encourage students to seek out an internship or obtain work experience prior to taking the course.	MGMT 370; Add more assignment. Diversity of students and instructors is a problem as well.			

Appendix C – LS Certificate Outcomes Assessment – TracDat Information for Academic Year 2017/18

Leadership and Supervision Certficate Assessment - 2017/2018				Method	Success Criteria	Grade Criteria
1. Demonstrate the characteristics, qualities and skill sets required for effective leadership and management. Exhibit the ability to think strategically and respond appropriately when implementing organizational change and/or unexpected situations. Apply creativity, innovative, problem solving and collaboration skills to ensure that objectives are efficiently, effectively and ethically achieved. (MGMT 305)				portfolio	Success: 70% of class has a combined M or H rating.	H: 85-100
2. Evaluate, design, improve and lead business process initiative using Systems Planning and Thinking (seeing the whole business as a value stream). Human relation skills (leadership, strategy development and deployment, change management, and team problem solving) and Lean Principles (kaizen, PDCA, 5S, pull, leveling, process stability, standardized work, root-cause problem resolution and A3 Reporting). (MGMT 492)				porfolio	Success: 70% of class has a combined M or H rating.	M: 75-84 / L: Below 74
3. Communicate effectively; including, both oral and written assignments incorporated throughout the program. Graduates must be able demonstrate the ability to present ideas and information in a clear, concise, and effective manner. (MGMT 412)				porfolio	Success: 70% of class has a combined M or H rating.	
4. Analyze an environment, draw logical conclusions, and demonstrate the ability to make effective decisions; both independently and as part of a cooperative team. (MGMT 370)				assignment	Success: 70% of class has a combined M or H rating.	

	O1 (MGMT 305: Community Service Presentation, IDP and Peer Review)	O2 (MGMT 492 Final Industry Project Paper)	O3 (MGMT 412: Final Project Presentation)	O4 (MGMT 370 Assignment)		
% H, M, L	H:86%; M: 9%; L: 5%	H: 93%; M: 0%; L: 7%	H:81%;M: 15%; L: 4%	H: 33%; M: 33%; L: 33%		
Comment		Continuous Improvement: Re-emphasize the importance of completing all components of the assignment, due dates, and time management. Students without internship experience encounter challenges applying theory to practice	Students with internship or prior work experience (full time or part time) were able to answer discussion questions and develop the final project (both apply theory to practice) better than those without and internship or prior work experience.			
Actions	Add two additional contact hours reviewing the techniques for applying the basic and advanced leadership skills to practice for community service presentation.	Remind students of posted example assignments in Blackboard. Incorporate more examples and in-class exercises.	Provide relevant examples and hands on exercises in class. Remind students of posted example assignments in Blackboard. Encourage students to seek out an internship or obtain work experience prior to taking the course.			

Appendix D: LPM and LS Faculty Curriculum Vitae

Sharon E. Bell
Ferris State University
COB - Management
(231) 591-2461
Email: SharonBell@ferris.edu

Education

MBA, Wright State University, 1974.
   Major: Business Management

BA, University of Cincinnati, 1972.
   Major: Management

AAS, University of Cincinnati, 1970.
   Major: Computer Science

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (1977 - Present).

Professional Memberships

Organizational Behavior Teaching Society.

Mecosta Osceola Human Resource Association. (September 2009 - Present).

Development Activities Attended

Workshop, "Jossey-Bass Online teaching & Learning," FCTL, Big Rapids, MI.

Workshop, "iTunes U," FCTL, Big Rapids, MI. (July 14, 2010 - Present).

Workshop, "FSUS training," FSU University College, Big Rapids, Michigan, USA. (2003 - Present).

Workshop, "Blackboard Grade Center," FCTL, Big Rapids, Michigan, USA. (January 14, 2015).

Workshop, "Self Compassion and Emotional Resilience," Grand Rapids, MI, USA. (January 2014).

Conference Attendance, "Lilly North," Traverse City, MI. (September 2012).

Conference Attendance, "OBTC," New Mexico. (June 16, 2010 - June 19, 2010).

Conference Attendance, "Equity in the Classroom." (2009).

Workshop, "Advanced Topics in FerrisConnect -- Discussions." (October 23, 2009).

Workshop, "Advanced Topic in FerrisConnect -- Assignments," FCTL, Big Rapids, MI. (October 16, 2009).

Conference Attendance, "Lilly Conference North," Traverse City, Michigan, USA. (September 2009).

Workshop, "Inclusion, Equity and diversity in the College Classroom." (March 4, 2009).

Conference Attendance, "Equity in the Classroom," Big Rapids, Michigan, USA. (2008).

Workshop, "Online Instructor Certification," Big Rapids, Michigan, USA. (2008).

Workshop, "Using Technology in the Classroom," FCTL, Big Rapids, Michigan, USA. (2008).

Conference Attendance, "Lilly Conference North," Traverse City, Michigan, USA. (September 2008).

Conference Attendance, "It's Not Easy Being Green," Oakland University College of Business, Oakland, Michigan, USA. (April 2008).

Conference Attendance, "Organizational Behavior Teaching Conference," Rochester, NY, US. (2007).

Workshop, "Ferris. Connect Block 5," FCTL, Big Rapids, Michigan, USA. (2007).

Workshop, "How People Learn," FCTL, Big Rapids, Michigan, USA. (2007).

Workshop, "Macro Media Flash Paper," FCTL, Big Rapids, Michigan, USA. (2007).

Workshop, "Ferris Connect Overview," FCTL, Big Rapids, Michigan, USA. (May 2007).

Conference Attendance, "Organizational Behavior Teaching Conference," Rochester, NY, US. (2006).

Publisher focus group, "Cengage Learning," Cengage Learning, Grand Rapids, Michigan, USA. (2006).

Technology Training, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU, Big Rapids, MI, US. (2006).

Workshop, "Designing and Developing Courses for Online Delivery," Ferris State University, Big Rapids, MI, US. (2006).

Workshop, "Using a Learner Centered Approach to the Classroom," FCTL, Big Rapids, Michigan, USA. (May 2006).

Conference Attendance, "Organizational Behavior Teaching Conference," Malibu, CA, US. (2005).

Continuing Education Program, "Academic Advising Workshop," Big Rapids, Michigan, USA.

(2005).

Seminar, "Six Sigma Training," Ice Mountain, Stanwood, MI, US. (2005).

"Six Sigma," Ice Mountain, Stanwood, Michigan, USA. (2005).

Workshop, "Advisor training for Business Faculty," College of Business, FSU, Big Rapids, MI, US. (2005).

Workshop, "Teach what you test," FCTL, Big Rapids, Michigan, USA. (May 2005).

Seminar, "Summer University," Ferris State University, Big Rapids, MI, US. (2004).

Conference Attendance, "Equity in the Classroom," Lansing, Michigan, USA. (2003).

Workshop, "Adobe Illustrator," FSU, Big Rapids, MI, US. (2003).

Workshop, "Using the case Method in the Classroom," College of Business, FSU, Big Rapids, MI, US. (2003).

Workshop, "TIPS Training," Ferris State University, Big Rapids, MI, US. (2000 - 2003).

Conference Attendance, "Organizational Behavior Teaching Conference," Orange, CA, US. (2002).

Workshop, "FSUS instructor training," Ferris State University, Big Rapids, MI, US. (2002).

Workshop, "Grading Strategies," Center for Teaching and Learning, FSU, Big Rapids, MI, US. (2002).

Workshop, "WebCT Training," Center for Teaching and Learning, FSU, Big Rapids, MI, US. (2002).

Conference Attendance, "Organizational Behavior Teaching Conference," Harrisonburg, VA, US. (2001).

Awards and Honors

Outstanding Advising and Service to COB Students, College of Business. (August 20, 2014).

TEACHING
Teaching Experience

Ferris State University
MGMT 301, Applied Management, 34 courses.
MGMT 373, Human Resource Management, 2 courses.

SCHOLARSHIP AND RESEARCH
Published Intellectual Contributions

Conference Proceedings

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.*. Proceedings of the Annual Organizational Behavior Teaching Conference..

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.*. Proceedings of the Annual Organizational Behavior Teaching Conference..

Presentations Given

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Bell, S. E. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Come to the movies! Bringing the reel world into the classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

Bell, S. E. (Author & Presenter), Lilly Conference, "Short Videos in the Classroom," Traverse City, Michigan. (September 25, 2009).

Bell, S. E., Ferris State Spring Institute, "Short Videos in the Classroom," Ferris State University FCTL, Ferris State University. (April 2009).

Bell, S. E., College of Business Colloquium, "Short Videos in the Classroom," FSU College of Business, Ferris State University. (January 2009).

Bell, S. E., Lilly Conference, "Short Videos in the Classroom," Traverse City. (September 2008).

SERVICE
University Service

Committee Member, Tenure Sub Committee for Jennifer Dirmeyer. (September 2014 - Present).

Committee Member, Tenure Sub Committee for Emily Fransted. (September 2013 - Present).

Committee Member, College of Business Promotion and Merit Committee. (September 2009 - Present).

Advisory Board, Faculty Center for Teaching and Learning. (2006 - Present).

Volunteer, First Impressions. (2003 - Present).

Program Expert, General Business Program. (2001 - Present).

Committee Member, Tenure Sub Committee. (2000 - Present).

Committee Member, Tenure Sub Committee. (2000 - 2013).

Committee Member, College of Business Curriculum Committee. (September 2011 - May 2013).

Committee Chair, College of Business Promotion and Merit Committee. (September 2010 - May 2011).

Committee Member, Diversity Committee. (September 2009 - May 2011).

FCTL Advisory Board Member. (September 2006 - May 2011).

Mentor, Carol Rewer's Mentor. (2008 - 2009).

Committee Member, Faculty Search Committee. (2008 - 2009).

Committee Member, College of Business Core. (2006 - 2007).

Committee Member, FSUS Program Evaluation Committee. (2006 - 2007).

Committee Chair, Business Administration Academic Program Review. (2005 - 2006).

Committee Chair, Departmental Tenure Review Sub-Committee. (2005 - 2006).

Faculty Mentor. (2005 - 2006).

Committee Chair, Small Business Management Academic Program Review. (2005 - 2006).

Committee Member, Faculty Search Committee. (2004 - 2005).

Committee Chair, General Business Academic Program Review. (2004 - 2005).

Faculty Advisor, Pi Kappa Alpha. (2002 - 2004).

Committee Member, Student Judicial Services Committee. (2001 - 2004).

Program Expert, Business Administration. (2002 - 2003).

Faculty Advisor, Pi Kappa Alpha. (1999 - 2001).

Professional Service

Journal of Critical Incident Reviewer. (May 2013).

Member Mecosta Osceola Human Resources Association. (September 2010 - May 2011).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2009).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2008).

Judging High School Business Presentations, DECA, Big Rapids, Michigan. (2005).

Public Service

Judge-Presentations, DECCA, Big Rapids, Michigan. (January 2015 - Present).

Awards and Honors

Service, Professional

Outstanding First Year Advocate Award, Ferris State University. (2007).

Service, University

Outstanding Student Affairs Partner Honoree, Ferris State University. (2001).

Dr. Catherine Browers EdD, MBA, CFEI

Ferris State University
Assistant Professor
COB - Management
CatherineBrowers@ferris.edu

Professional Positions

Assistant Professor, Ferris State University. (August 2015 - Present).

Adjunct Professor, Ferris State University. (September 2008 - Present).

Co-Owner and Operator, Stoney Grove Farms. (July 2004 - Present).

Consultant, Integrated Professional Solutions. (May 2002 - Present).

Interim Director of Finance, Chippewa Hills School District. (March 1, 2008 - December 22, 2008).

Grattan Academy Middle/High School Principal, Choice Schools Associates. (August 2005 - December 2007).

Business Manager, Free Soil Community Schools. (May 2003 - June 2005).

Executive Director, Newaygo County Day Care Corporation. (December 1998 - August 2003).

Education

EdD, Central Michigan University, 2013.
 Major: Educational Leadership
 Dissertation Title: Perceptions of Community College Doctoral Candidates Regarding necessary Leadership Competencies in Administrative Roles: A Qualitative Study

MBA, Ferris State University, 2007.
 Major: Business Administration
 Supporting Areas of Emphasis: Quantitative/Qualitative Analysis

BS, Ferris State University, 2004.
 Major: Accountancy

BS, Michigan State University, 1977.
 Major: Human Environment and Design
 Supporting Areas of Emphasis: Human Ecology

Licensures and Certifications

Certified Financial Education Instructor, National Financial Educator Council. (June 14, 2017 - Present).

Professional Memberships

American Association of University Women. (September 1, 2015 - Present).

Trustee, Mecosta-Osceola Intermediate School District. (July 1, 2015 - Present).

Member, Association for Educational Communications and Technology. (August 1, 2013 - Present).

Member, American Educational Research Association. (August 1, 2011 - Present).

Institute of Management Accountants. (January 27, 2004 - Present).

Alumnus, Omicron Delta Kappa. (May 2002 - Present).

Awards and Honors

Nomination, Distinguished Team Award, College of Business Committee on Inclusion (February, 2018)

Outstanding Service to Students, College of Business. (April 25, 2017).

Outstanding Service--Committee on Inclusion, College of Business. (April 25, 2017).

Certificate of Appreciation, Chippewa Hills Board of Education and Administration. (December 8, 2014).

Nomination, Outstanding Dissertation Award, Central Michigan University. (May 1, 2013).

Faculty Appreciation Honoree, Student Athlete Advisory Committee (SAAC)--FSU. (February 17, 2011).

Nomination, Adjunct Teaching Excellence Award, Office of Academic Affairs, FSU. (January 30, 2011).

PTM Faculty of the Year Award, Professional Tennis Management, FSU. (April 10, 2010).

Governor's Quality Care Award, State of Michigan. (June 19, 2000).

Consulting

Non-Profit Organizations, Institute for the Arts and Education, Inc., P.O. Box 79, Milford, MI 48381-0079. (May 12, 2015 - Present).

Media Appearances and Interviews

"Conversations on Inclusion" Event. (September 20, 2018).

"Conversations on Inclusion" Event. (September 20, 2017).

"Conversations on Inclusion" Event. (September 20, 2016).

WBRN. (September 2006).

Big Rapids Pioneer, Reed City Harold. (August 2005).

Presentations

Ho, H. and Browers, C. (Author and Presenter), World Congress on Education, "Perceptions of Business Students regarding Diversity and Inclusion," Dublin, Ireland. (July 16, 2018)

Browers, C. (Author & Presenter), MAPEA Annual Symposium, "The Impact of Charter Schools on Public School Education," Michigan Association of Professors of Educational Administration, Mt. Pleasant, Michigan. (March 24, 2010).

Contract, Fellowships, Grants and Sponsored Research

Browers, C. S. (Principal), Ho, H. W., "Diversity and Inclusion: Examination of business students' perceptions of diversity initiatives at a medium-sized university," Sponsored by Faculty Research Committee, Ferris State University, $9,193.00. (April 1, 2017 - April 1, 2018).

Research Activity

"Diversity & Inclusion: Examination of business students' perceptions of diversity initiatives at a medium-sized university" (On-Going).
    This is a collaborative project working with members of the marketing and management

departments in the College of Business. Quantitative data will be collected in September, 2017. Qualitative information will be collected subsequent to quantitative findings. Results of this project will be converted into research articles that can be submitted and presented to higher education conferences for peer review publication by the end of December, 2018.

Teaching Experience

MGMT 350, section VL1, Mgmt Metrics & Decision Making. 3.00 credit hours. 19 enrolled.

MGMT 411, section VL1, Small Business Sys-Operations. 3.00 credit hours. 20 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3.00 credit hours. 16 enrolled.

MGMT 350, section 002, Mgmt Metrics & Decision Making. 3.00 credit hours. 25 enrolled.

MGMT 350, section VL1, Mgmt Metrics & Decision Making. 3.00 credit hours. 20 enrolled.

MGMT 350, section VL2, Mgmt Metrics & Decision Making. 3.00 credit hours. 20 enrolled.

MGMT 350, section 001, Mgmt Metrics & Decision Making. 3 credit hours. 25 enrolled.

MGMT 350, section 002, Mgmt Metrics & Decision Making. 3 credit hours. 25 enrolled.

MGMT 350, section 003, Mgmt Metrics & Decision Making. 3 credit hours. 25 enrolled.

MGMT 350, section VL1, Mgmt Metrics & Decision Making. 3 credit hours. 20 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 17 enrolled.

MGMT 350, section 002, Management Metrics & Decision Making. 3 credit hours. 24 enrolled.

MGMT 350, section VL1, Management Metrics & Decision Making. 3 credit hours. 19 enrolled.

MGMT 350, section VL2, Management Metrics & Decision Making. 3 credit hours. 20 enrolled.

MGMT 301, section 002, Applied Management. 3 credit hours. 38 enrolled.

MGMT 301, section 003, Applied Management. 3 credit hours. 33 enrolled.

MGMT 301, section 004, Applied Management. 3 credit hours. 40 enrolled.

MGMT 350, section 003, Management Metrics & Decision Making. 3 credit hours. 27 enrolled.

MGMT 350, section VL1, Management Metrics & Decision Making. 3 credit hours. 21 enrolled.

MGMT 301, section 004, Applied Management. 3 credit hours. 41 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 8 enrolled.

MGMT 350, section 002, Management Metrics & Decision Making. 3 credit hours. 26 enrolled.

MGMT 350, section VL1, Management Metrics & Decision Making. 3 credit hours. 20 enrolled.

MGMT 411, section VL1, Small Business Sys-Operations. 3 credit hours. 22 enrolled.

MGMT 301, section 002, Applied Management. 3 credit hours. 30 enrolled.

MGMT 301, section 003, Applied Management. 3 credit hours. 19 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 12 enrolled.

MGMT 350, section 003, Management Metrics & Decision Making. 3 credit hours. 20 enrolled.

MGMT 350, section VL1, Management Metrics & Decision Making. 3 credit hours. 22 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 20 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 15 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 17 enrolled.

FINC 322, section VL1, Financial Management 1. 3 credit hours. 26 enrolled.

MGMT 350, section VL1, Management Metrics & Decision Making. 3 credit hours. 21 enrolled.

ACCT 221, section 001, Principles of Construction Acct. 3 credit hours. 18 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 13 enrolled.

FINC 322, section VL1, Financial Management 1. 3 credit hours. 25 enrolled.

MGMT 350, section 003, Management Metrics & Decision Making. 3 credit hours. 23 enrolled.

ACCT 202, section 004, Principles of Accounting 2. 3 credit hours. 39 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 9 enrolled.

ACCT 241, section VL1, Computerized Accounting. 3 credit hours. 21 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 8 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 9 enrolled.

FINC 322, section VL1, Financial Management 1. 3 credit hours. 25 enrolled.

ACCT 201, section 007, Principles of Accounting 1. 3 credit hours. 37 enrolled.

ACCT 221, section 001, Principles of Construction Acct. 3 credit hours. 18 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 14 enrolled.

FINC 322, section VL1, Financial Management 1. 3 credit hours. 22 enrolled.

ACCT 231, section VL1, Payroll Accounting. 3 credit hours. 19 enrolled.

ACCT 202, section 004, Principles of Accounting 2. 3 credit hours. 35 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 7 enrolled.

MISI 629, section VL1, Legal, Ethical and Fraud Iss. 3 credit hours. 20 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 10 enrolled.

MMBA 506, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 12 enrolled.

MISI 629, section VL1, Legal, Ethical and Fraud Iss. 3 credit hours. 15 enrolled.

ACCT 221, section 001, Prin of Construction Acct. 3 credit hours. 24 enrolled.

ACCT 202, section 001, Principles of Accounting 2. 3 credit hours. 39 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 15 enrolled.

ACCT 201, section 004, Principles of Accounting 1. 39 enrolled.

ACCT 201, section 011, Principles of Accounting 1. 3 credit hours. 39 enrolled.

ACCT 202, section 004, Principles of Accounting 2. 3 credit hours. 37 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 5 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 15 enrolled.

ACCT 221, section 001, Prin of Construction Acct. 3 credit hours. 13 enrolled.

ACCT 201, section 008, Principles of Accounting 1. 3 credit hours. 38 enrolled.

ACCT 201, section 009, Principles of Accounting 1. 3 credit hours. 36 enrolled.

ACCT 202, section 001, Principles of Accounting 2. 3 credit hours. 38 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 9 enrolled.

FINC 322, section NSA, Financial Management 1. 3 credit hours. 11 enrolled.

ACCT 201, section 009, Principles of Accounting 1. 3 credit hours. 39 enrolled.

ACCT 202, section 003, Principles of Accounting 2. 3 credit hours. 24 enrolled.

ACCT 202, section 005, Principles of Accounting 2. 39 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 6 enrolled.

MGMT 415, section 001, Entrepreneurial Opportunities. 3 credit hours. 7 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 3 enrolled.

ACCT 221, section 001, Prin of Construction Acct. 3 credit hours. 17 enrolled.

ACCT 201, section 009, Principles of Accounting 1. 3 credit hours. 36 enrolled.

ACCT 202, section 005, Principles of Accounting 2. 3 credit hours. 41 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 15 enrolled.

ACCT 201, section 009, Principles of Accounting 1. 3 credit hours. 42 enrolled.

ACCT 201, section 010, Principles of Accounting 1. 3 credit hours. 37 enrolled.

ACCT 202, section 005, Principles of Accounting 2. 3 credit hours. 33 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 5 enrolled.

MGMT 415, section VL1, Entrepreneurial Opportunities. 3 credit hours. 4 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 10 enrolled.

FINC 322, section 001, Financial Management 1. 3 credit hours. 34 enrolled.

FINC 322, section 1, Financial Management 1. 3 credit hours. 10 enrolled.

ACCT 202, section 007, Principles of Accounting 2. 3 credit hours. 39 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 15 enrolled.

ACCT 201, section 008, Principles of Accounting 1. 3 credit hours. 35 enrolled.

ACCT 201, section 009, Principles of Accounting 1. 3 credit hours. 37 enrolled.

ACCT 201, section 010, Principles of Accounting 1. 3 credit hours. 36 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 10 enrolled.

MMBA 606, section VL1, Fin-Acct Sys and Analysis. 3 credit hours. 9 enrolled.

ACCT 201, section 001, Principles of Accounting 1. 3 credit hours. 37 enrolled.

ACCT 201, section 007, Principles of Accounting 1. 3 credit hours. 37 enrolled.

ACCT 202, section 001, Principles of Accounting 2. 3 credit hours. 36 enrolled.

ACCT 202, section 005, Principles of Accounting 2. 3 credit hours. 39 enrolled.

MMBA 606, section VL1, Financial-Acct Sys and Analysis. 3 credit hours. 15 enrolled.

ACCT 202, section 004, Principles of Accounting 2. 3 credit hours. 31 enrolled.

ACCT 201, section 001, Principles of Accounting I. 3 credit hours. 35 enrolled.

ACCT 201, section 006, Principles of Accounting I. 3 credit hours. 31 enrolled.

Non-Credit Instruction Taught

Guest Lecture, Dankook University, South Korea, 1 participant. (July 8, 2016 - August 5, 2016).

Faculty Development Activities Attended

Conference Attendance, "World Congress on Education," Dublin, Ireland (July 14, 2019 – July 19, 2018).

Conference Attendance, "Best Practices in Teaching and Learning," University of Georgia, Athens, Georgia, United States. (April 3, 2018 – April 6, 2018).

Conference Attendance, "General Education and Assessment: Design Thinking for Student Learning," Association of American Colleges & Universities, Phoenix, Arizona, United States. (February 23, 2017 - February 25, 2017).

Conference Attendance, "Evidence-Based Teaching & Learning," Lilly North Conference, Traverse City, MI, USA. (October 20, 2016 - October 22, 2016).

Seminar, "Course Design Institute (CDI)," Faculty Center for Teaching and Learning, Big Rapids, Michigan, United States. (June 13, 2016 - June 17, 2016).

Conference Attendance, "2016 OLC Innovate," Online Learning Consortium and Merlot, New Orleans, Louisiana, United States. (April 20, 2016 - April 22, 2016).

Conference Attendance, "OLC International Conference," Online Learning Consortium, N/A, N/A, N/A. (October 14, 2015 - October 16, 2015).

Workshop, "On Course I Workshop." (August 11, 2014 - August 13, 2014).

Conference Attendance, "Learning Solutions Conference," The eLearning Guild, Orlando, Florida, USA. (March 19, 2014 - March 21, 2014).

9-Week Online Course, "COAT," University of Maryland, Big Rapids, Michigan, United States. (August 1, 2013 - November 1, 2013).

Workshop, "Building Online Learning Communities," FCTL, Big Rapids, Michigan, United States. (August 1, 2013 - November 1, 2013).

Conference Attendance, "General Education and Assessment Workshop," Association of American Colleges and Universities, Boston, Massachusetts, USA. (February 28, 2013 - March 2, 2013).

Book Discussion Group, "Brain Rules," FCTL, Big Rapids, Michigan, United States. (October 6, 2009 - November 11, 2009).

University Service

Collaborative partners to improve two entrepreneurship education programs offered by different departments within the university; COB Management Department/CLACS. (September 7, 2017 - Present).

Committee Member, E-Learning Advisory Team (EMAT). (April 24, 2017 - Present).

Attendee, Meeting, University-Wide Diversity Committee. (November 21, 2016 - Present).

Faculty Mentor, Snow Shredders. (October 26, 2016 - Present).

Advisor, Omicron Delta Kappa. (June 2016 - Present).

Committee Member, General Education Problem Solving Committee. (October 3, 2015 - Present).

Committee Member, Learning Technologies Advisory Board (LTAB). (August 26, 2015 - Present).

Committee Chair, Committee on Inclusion. (August 25, 2015 - Present).

Committee Member, Center for Global studies and Engagement. (November 13, 2016 - May 26, 2017).

Volunteer. (May 1, 2017).

Guest Speaker, Omicron Delta Kappa. (April 18, 2017).

Committee Member, Improving Student Success Online (ISSO). (August 27, 2014 - April 17, 2017).

Volunteer. (April 8, 2017).

Attendee, Award Ceremony, College of Business. (April 7, 2017).

Faculty Advisor, Coalition Against Slavery. (February 14, 2017 - April 6, 2017).

Committee Member, MGMT 301 Course Review. (August 24, 2016 - December 2, 2016).

Volunteer, College of Business. (September 8, 2016).

Participant for evaluating high school student business concepts, DECA. (December 4, 2012 - January 28, 2016).

Volunteer, College of Business. (September 18, 2015).

Student Org Advisor (Professional Org), Delta Sigma Pi. (August 30, 2014 - May 5, 2015).

Task Force Member, General Education Task Force. (September 7, 2013 - April 11, 2014).

Professional Service

Guest Speaker, Dankook University, Jukjeon-ro, Suji-gu, Yongin-si, Gyeonggi-do, Gyeonggi Province. (July 9, 2016 - August 5, 2016).

Public Service

Board Member, Mecosta-Osceola Intermediate School District, Big Rapids, Michigan. (July 1, 2015 - Present).

Officer, Vice President, Chippewa Hills School District, Remus, MI. (June 1, 2009 - December 31, 2014).

Officer, President/Elect/Past, Woodbridge Group, Big Rapids, Michigan. (June 1, 2005 - June 30, 2012).

Chairperson, Halloween in the Park, Reed City, Michigan. (October 21, 2005 - October 13, 2007).

Program Organizer, Newaygo County Day Care Corporation, Newaygo, Michigan. (May 15, 1999 - October 23, 2004).

Dr. Beverly J. DeMarr
Ferris State University
COB - Management
(231) 591-3756
Email: BeverlyDeMarr@ferris.edu

Education

PhD, Michigan State University, 1996.
> Major: Organizational Behavior/Human Resource Management
> Supporting Areas of Emphasis: Management; Industrial/Organizational Psychology
> Dissertation Title: The role of stress in employee preferences for family-friendly benefits: Testing an integrated model

MLIR, Michigan State University, 1991.
> Major: Organizational Behavior/Human Resource Management

MBA, F.E. Seidman School of Business/ Grand Valley State University, 1988.

BS, Aquinas College, 1982.

Professional Positions
Academic - Post-Secondary

Professor of Management, Ferris State University. (August 2000 - Present).

Associate Professor of Management, Davenport College of Business. (September 1992 - June 2000).

Research Assistant, Graduate School of labor and Industrial Relations, Michigan State University. (September 1991 - April 1995).

Visiting Instructor of Management, F.E. Seidman School of Business, Grand Valley State University. (May 1988 - August 1992).

Adjunct Instructor of Information Systems, Baker College of Muskegon. (September 1987 - June 1988).

Professional

Senior Programmer/Analyst, The Shaw Walker Company. (February 1986 - January 1988).

Programmer/Analyst III, Brunswick Division, Brunswick Corp. (October 1984 - February 1986).

Licensures and Certifications

Court rostered Domestic Relations Mediator, Muskegon County 14th Judicial Circuit Court. (December 2008 - December 2011).

40 hour Community Dispute Resolution (CDRP) Trainer, Michigan State Court Administrative Office. (2008 - 2011).

SPHR, Society of Human Resource Management (SHRM). (December 2002 - December 2005).

Professional Memberships

Women's Division Chamber of Commerce Muskegon County. (December 2010 - Present).

Ambassador, Community Foundation for Muskegon County. (September 2010 - Present).

Chair 2016-2019, Academy of Management Teaching Theme Committee. (August 2010 - Present).

Organizational Behavior Teaching Society. (2006 - Present).

Academy of Management. (1995 - Present).

Development Activities Attended

Self-Study Program, "Blackboard 9.1 training part 1," FSU Center for Teaching & Learning, Big Rapids, MI. (June 2012 - July 2012).

Self-Study Program, "Blackboard 9.1 training part 2," FSU Center for Teaching & Learning, Big Rapids, MI. (June 2012 - July 2012).

Continuing Education Program, "Quality Assurance Training for Mediators," Muskegon, MI, US. (September 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Drafting Enforceable Agreements"," Grand Rapids, MI, US. (July 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Is there a Role for Humor in Mediation?"," Muskegon, MI, US. (May 12, 2010).

Continuing Education Program, "Power Imbalances in Mediation," Muskegon, MI, US. (May 14, 2009).

Continuing Education Program, "Diversity Training," Muskegon, MI, US. (November 17, 2008).

Continuing Education Program, "Effective Apologies in Mediation," Muskegon, MI, US. (May 15, 2008).

Continuing Education Program, "Togetherness: Effective Use of Joint Sessions," Muskegon, MI, US. (March 26, 2008).

Continuing Education Program, "Mediator's Update and Review," Muskegon, MI, US. (2007).

Continuing Education Program, "Generating Options," Muskegon, MI, US. (November 7, 2007).

Workshop, "FSU Center for teaching and Learning," FSU, Big Rapids, MI, US. (2005 - 2006).

TEACHING

Teaching Experience
Ferris State University
MGMT 302, Team Dynamics - Org Behavior, 11 courses.
MGMT 373, Human Resource Management, 10 courses.
MGMT 375, Negotiations, 11 courses.
MGMT 472, Compensation, 7 courses.
Directed Student Learning

Honor's Program Senior Symposium Consulting Faculty. (March 2018 - Present).
    Advised: Chelsea Crandall

Master's Thesis Committee Member. (November 2009 - October 2010).
    Advised: Michelle Perkins

Master's Thesis Committee Chair. (February 2004 - August 2004).
    Advised: Salomon Engles

Awards and Honors

Certificate of Excellence, FSU Online Teaching and Learning Committee. (April 2013).

Excellence in Online Teaching, FSU Academic Affairs. (February 2011).

Nomination for Ferris State University's Distinguished Teacher Award. (2005).

Nomination in Who's Who Among American Teachers. (2005).

Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, FSU. (2002).

Ferris State University's 7th Annual Student Satisfaction Survey., FSU. (2001).

Davenport College Faculty Merit Grant, Davenport University. (1999).

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

Books

DeMarr, B. J., de Janasz, S. C. (2018). *Negotiation & Dispute Resolution, second edition* (2nd ed.). Chicago, IL: Chicago Business Press.

DeMarr, B. J., de Janasz, S. (2013). *Negotiation and Dispute Resolution, first edition* (1st ed.). Pearson/Prentice-Hall.

Conference Proceedings

Fender, C. M., DeMarr, B. J. (2016). *United We Win*. Proceedings of the Annual Organizational Behavior Teaching Conference.

DeMarr, B. J., Fender, C. M., Stickney, L. T. (2015). *Creating Community and Early Engagement: Sharing as a Community of Educators*. Proceedings of the Annual Organizational Behavior Teaching Conference.

Fender, C. M., Stickney, L. T., DeMarr, B. J. (2014). *Helping the Beethoven lover in Opryland: Learning to hear different voices*. Proceedings of the Annual Organizational Behavior Teaching Conference.

DeMarr, B. J., Fender, C. M., Stickney, L. T. (2013). *Are you ready for a throw-down? A foodie's approach to teaching conflict management*. Organizational Behavior Teaching Society.

DeMarr, B. J., Stickney, L. T., Verbos, A. K. (2012). *Sustaining Your Ability to Be a Rose Among*

Thorns. Organizational Behavior Teaching Society.

DeMarr, B. J., Stickney, L. T., DeMarr, B. J. (2011). *Say Cheese! Using Wisconsin's finest to Demonstrate the Use of Assessment Rubrics*. Proceedings of the Annual Organizational Behavior Teaching Society conference..

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.*. Proceedings of the Annual Organizational Behavior Teaching Conference..

DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom.*. Proceedings of the Annual Organizational Behavior Teaching Conference..

Other

DeMarr, B. J., de Janasz, S. C. (2018). *Negotiation & Dispute Resolution, Instructor's Manual* (2nd ed.). Chicago, IL: Chicago Business Press.

de Janasz, S. C., DeMarr, B. J. (2012). *Bad Times Let the Good Times Roll: How to Negotiate Advancement in a Troubled Economic Environment*. Lausanne: IMD; Reprinted by NA24 in Norway, The Straights Times in Singapore, and on the website of Businessworld magazine in India..

DeMarr, B. J., de Janasz, S. (2012). *Negotiation and Dispute Resolution Instructor's Manual* (1st ed.). Pearson/Prentice-Hall.

DeMarr, B. J. (2008). In A. Gilley, J.W. Gilley, S. A. Quatro, & P. Dixon (Eds.), *Arbitration*. Westport, CT: Praeger.

DeMarr, B. J. (2008). In A. Gilley, J.W. Gilley, S. A. Quatro, & P. Dixon (Eds.), *Pay for Performance*. Westport, CT: Praeger.

DeMarr, B. J. (1997). *Blackwell Encyclopedic Dictionary of Human Resource Management*.

Refereed Journal Articles

DeMarr, B. J. (2002). Ethical compliance programs and corporate illegality: Testing the assumptions of the corporate sentencing guidelines. *Journal of Business Ethics, 37 (4)*, 367-383.

DeMarr, B. J. (1999). Work-Family role synthesis: Individual, family, and organizational determinants. *International Journal of Conflict Management, 10 (2)*, 103-130.

DeMarr, B. J. (1998). Career self-management: A quasi experimental field assessment of motivational influences on the effects of a training intervention. *Personnel Psychology, 51 (4)*, 935-962.

DeMarr, B. J. (1995). Job burnout and satisfaction in information services: Antecedents and Consequences. *Industrial Relations*, 10-20.

DeMarr, B. J. (1994). The dominant logic of employer-sponsored work and family initiatives: Human resource manager's institutional role. *Human Relations, 47 (9)*, 1121-1148.

DeMarr, B. J. (1993). Assessing employee's emerging elder care needs and reactions to dependent care benefits. *Public Personnel Management, 22 (4)*, 617-638.

Presentations Given

McKendall, M. A., DeMarr, B. J., Management & Organizational Behavior Teaching Conference, "Grading: Providing feedback while maintaining your sanity," Management & Organizational Behavior Teaching Society, Coastal Carolina University, Myrtle Beach, SC. (June 2018).

Taylor, V., Stickney, L., Fender, M., DeMarr, B. J., Management & Organizational Behavior Teaching Conference, "Lost in Translation: Helping Students Understand Scholarly Works," m, Coastal Carolina University, Myrtle Beach, SC. (June 2018).

Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "United We Win," Organizational Behavior Teaching Society, North Canton, OH. (June 2016).

DeMarr, B. J. (Author & Presenter), Ferrante, C. J. (Author & Presenter), Hannah, C. A. (Author & Presenter), Ritter, B. A. (Author & Presenter), Ungaretti, T. (Author & Presenter), Annual Academy of Management meeting, "Back to the future: A TTC interactive workshop," Academy of Management, Vancouver, BC. (August 7, 2015).

de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Marler, J. H. (Author & Presenter), Rosen, C. C. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lobel, S. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM II," Academy of Management, Vancouver, BC. (August 7, 2015).

de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Baack, S. A. (Author & Presenter), Behson, S. J. (Author & Presenter), Blockson, S. J. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), Cooper, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM III," Academy of Management, Anaheim, CA. (August 7, 2015).

DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Creating Community and Early Engagement: Sharing as a Community of Educators," Organizational Behavior Teaching Society, LaVerne, CA. (June 2015).

de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Behson, S. J. (Author & Presenter), Berkley, R. A. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lankau, M. J. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Valcour, M. (Author & Presenter), Van Emmerick, H. (Author & Presenter), Annual Academy of Management meeting, "Experiential HR: A potluck for reviving and expanding your repertoire," Academy of Management, Philadelphia. PA. (August 2, 2014).

Stickney, L. T. (Author & Presenter), Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior

Teaching Society, Nashville, TN. (June 2014).

Stickney, L. T., Arnaud, A., DeMarr, B. J., Fender, C. M., Annual Academy of Management meetings, "Issues in Testing: A Rotating Roundtable," Academy of Management, Orlando, FL. (August 2013).

DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior Teaching Society, Asheville, NC. (June 2013).

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Verbos, A. K. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Sustaining Your Ability to Be a Rose Among Thorns," Organizational Behavior Teaching Society, St. Catharines, Ontario. (June 2012).

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Fertig, J. (Author & Presenter), Annual Academy of Management meetings, "Are you hungry for Knowledge? Using food to explore diversity and further cultural understanding," Academy of Management, San Antonio, TX. (August 2011).

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Say Cheese! Using Wisconsin's Finest to Demonstrate the Use of Assessment Rubrics," Organizational Behavior Teaching Society, Marquette University, Milwaukee, WI. (June 2011).

DeMarr, B. J. (Presenter), Spring Learning Institute, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (April 29, 2011).

DeMarr, B. J. (Presenter), Discussions on Teaching & Learning Series, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (March 15, 2011).

DeMarr, B. J. (Author & Presenter), "The Gender Pay Gap: Only 23 Cents," American Association of University Women (AAUW), Big Rapids, MI. (February 15, 2011).

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Bell, S. E. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Come to the movies! Bringing the reel world into the classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

DeMarr, B. J., Kaplan, D. M. (Author & Presenter), Berkley, R. A. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Out of the Closet and Into the Classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).

DeMarr, B. J. (Author & Presenter), Women in the Workforce: The Impact of the Labor Movement, "Tales from the Labor Union Trenches," Ferris State University. (March 16, 2010).

DeMarr, B. J., Berkley, R. E. (Author & Presenter), Whelan-Berry, K. S. (Author & Presenter), de Janasz, S. (Presenter), Hudson, B. (Presenter), Scribner, S. (Presenter), Beatty, J. E., Annual Academy of Management meetings, "It's Not Easy Being Green: Lessons on Coping

with a Career Crisis," Academy of Management, Chicago, IL. (August 2009).

DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Once upon a time. . . Using Storytelling to Enhance the OB Learning Experience," Organizational Behavior Teaching Society, College of Charleston, Charleston, S.C. (June 2009).

DeMarr, B. J. (Author & Presenter), Annual Academy of Management meetings, "Do the ends justify the means? Informing negotiation education and scholarship through debate," Academy of Management, Anaheim, CA. (August 2008).

DeMarr, B. J. (Presenter), Annual Academy of Management meetings, "Perceiving Diversity in Organizations: The Effects of Perceived Discrimination, Inclusiveness and Psychological Contract Violation," Academy of Management, Anaheim, CA. (August 2008).

DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Ethics anyone? Infusing ethics in your courses.," Organizational Behavior Teaching Society, Babson College, Wellesley, MA. (June 2008).

DeMarr, B. J., Academy of Management, "Conflict and Negotiation II," Academy of Management, Philadelphia, Pennsylvania. (2007).

DeMarr, B. J., Organizational Behavior Teaching Conference, "Md-career renewal: How to avoid becoming Misery's Company," Malibu, California. (2007).

DeMarr, B. J., Academy of Management, "Navigating Work and Family: Policies, Time Norms and Enrichment," Academy of Management, Philadelphia, Pennsylvania. (2007).

DeMarr, B. J., Organizational Behavior Teaching Conference, "Publishing Without Perishing: The Joy of Writing, When it's not for tenure.," Malibu, California. (2007).

DeMarr, B. J., Organizational Behavior Teaching Conference, "can you negotiate anything? Identifying and sharing best practices in teaching negotiation," Rochester, NY. (2006).

DeMarr, B. J., Academy of Management, "The lonely workplace? Social isolation and Exclusion," Academy of Management, Atlanta, Georgia. (2006).

DeMarr, B. J., Winter Rejuvenation Program, "Managing People: Conflict on the Job.," Big Rapids, MI. (January 2006).

DeMarr, B. J., Academy of Management, "Diversity & Human Resources: Selection, Referral, and Under-Representation," Academy of Management, Honolulu, Hawaii. (2005).

DeMarr, B. J., Lilly North Conference on College Teaching, "Gown and Town: Possiblities and Pitfalls," Traverse City, Michigan. (2005).

DeMarr, B. J., Academy of Management, "Professional Service session in the Gender and Diversity in Organizations Division," Academy of Management, New Orleans, Louisiana. (2004).

DeMarr, B. J., Lilly North Conference on College Teaching, "Connecting with university services: Theory application for student's career self management," Big Rapids, MI. (September 2002).

DeMarr, B. J., Academy of Management, "Personal and Interpersonal Influences on Work-Family Conflict," Academy of Management, Washington, District of Columbia. (August 2002).

DeMarr, B. J., Academy of Management, "Legal, Institutional, and Arbitration Perspectives on Discrimination.," Toronto, Ontario. (August 2000).

DeMarr, B. J., Decision Sciences Institute, "Ethical practices and Corporate illegality," Athens, Greece. (July 1999).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Dependent care: Coping with emergencies and support for family-friendly," Atlanta, Georgia. (May 1999).

DeMarr, B. J., Academy of Management, "Work/Family programs and alterative work arrangements session.," Academy of Management, San Diego, CA. (August 1998).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Caring for Children or Elders: Is Dependent care Always Dependent care?," Dallas, Texas. (April 1998).

DeMarr, B. J., "'Managing a Diverse Workforce'," Professional Managers Network of the General Motors Steel Fabrication Division. (1997).

DeMarr, B. J., Academy of Management, "The role of stress in employee preferences for family friendly benefits: Testing of an integrated model," Academy of Management, Boston, Massachusetts. (August 1997).

DeMarr, B. J., Academy of Management, "Work and Family Matters: A boundary management perspective on the work-family interface.," Academy of Management, Boston, Massachusetts. (August 1997).

DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Self-Management of work and family roles: Individual and organizational determinants of role synthesis.," St. Louis, Missouri. (April 1997).

DeMarr, B. J., "'Integrative Negotiation- Nobody Loses'," West Michigan Chapter of the National Contract Management Association. (1995).

DeMarr, B. J., Academy of Management, "Personal and contextual influences on career outcomes.," Academy of Management, Vancouver, British Columbia. (August 1995).

DeMarr, B. J., Annual Meeting of the Industrial Relations Research Association, "Job bum out and satisfaction in information services: Antecedents and Consequences," Washington, District of Columbia. (January 1995).

DeMarr, B. J., Academy of Management, "Reconceptualizing Dependent Care," Academy of Management, Atlanta, Georgia. (August 1993).

DeMarr, B. J., "'Job Burnout: Are IS Professionals at Risk?'," Lake Michigan Regional Users Group (Hewlett Packard). (1992).

Media Contributions
Newspaper

Shoreline Business Monthly. (1999).

Shoreline Business Monthly. (1998).

Research in Progress

"Charting participation: Encouraging, assessing, and rewarding student participation".
Session proposal submitted to the 44th Annual Organizational Behavior Teaching
Conference, Providence, RI. June 14-17.

"Innovative and Experiential Approaches to Teaching HRM IV".
Workshop to be presented at the Annual Academy of Management meetings, Atlanta, GA,
August 4-8.

"Publish don't perish: Charting the course for writing a book".
Session proposal submitted to the 44th Annual Organizational Behavior Teaching
Conference, Providence, RI. June 14-17.

SERVICE

University Service

Committee Chair, Human Resource Program Review Panel. (August 2016 - Present).

Committee Member, Departmental Tenure Committee. (2012 - Present).

Committee Member, College of Business Promotion/Merit Committee. (2014 - 2016).

Guest Speaker, COMM 365. (November 8, 2016).

Guest Speaker, COMM 366. (March 22, 2016).

Guest Speaker, Delta Sigma Pi. (April 21, 2015).

Guest Speaker, COMM 366. (February 17, 2015).

Committee Member, College of Business Sabbatical Review Committee. (2013 - 2014).

Guest Speaker, COMM 365. (November 4, 2014).

Guest Speaker, COMM 366. (March 26, 2013).

Committee Member, College of Business Curriculum Committee. (2009 - 2012).

Special Institutional Assignment. (September 25, 2012).

Committee Chair, Human Resource Program Review Panel. (2010 - 2011).

Special Institutional Assignment. (April 29, 2011).

Special Institutional Assignment. (March 22, 2011).

Special Institutional Assignment. (March 15, 2011).

Committee Member, Search Committee. (2009).

Committee Member, Search Committee. (2008 - 2009).

Committee Member, College of Business Professional Development Team. (2006 - 2009).

Committee Member, Ferris State University Speech Communication General Education Assessment Committee. (2005 - 2008).

Guest Speaker, Ferris State Professional Women's Fall Commencement Breakfast. (2006 - 2007).

Committee Member, College of Business Continuous Quality Improvement Coordination Committee. (2005 - 2006).

Committee Chair, College of Business Promotion/Merit Committee. (2005 - 2006).

Chairperson, Faculty Assessment task Force for Davenport College. (2005 - 2006).

Committee Member, Ferris State University President's Task Force on Student Engagement. (2005 - 2006).

Committee Member, Search Committee. (2005 - 2006).

Co-Chair, College of Business Professional Development Team. (2004 - 2006).

Committee Member, College of Business Curriculum Committee. (2003 - 2006).

Faculty Advisor, Society Of Human Resource Management Student Chapter. (2000 - 2006).

Committee Member, College of Business Promotion/Merit Committee. (2004 - 2005).

Committee Member, College of Business Student Excellence Awards Committee. (2004 - 2005).

Committee Chair, College of Business Vision/Mission Committee Chair. (2004 - 2005).

Committee Chair, Human Resource Program Review Panel. (2004 - 2005).

Committee Member, College of Business Strategic Planning Committee. (2003 - 2004).

Assigned Faculty, Independent Studies. (2003 - 2004).

Faculty Representative, State Business Professionals of America (BPA) competition. (2003 - 2004).

Faculty Representative, State DECA Competition - Dearborn, MI. (2003 - 2004).

Committee Member, College of Business Assistant Dean for Advancement Search Committee. (2002 - 2003).

Committee Chair, College of Business Management Department Head Search Committee. (2002 - 2003).

Committee Member, Recruiting, Retention, and Marketing Committee. (2001 - 2002).

Faculty Representative, Scholarship Development. (2001 - 2002).

Committee Member, Search Committee. (2001 - 2002).

Faculty Advisor, Davenport College, Society of Human Resource Management Student Chapter. (1998 - 2001).

Committee Member, Faculty Advocacy Committee for Davenport College. (1998 - 2001).

Co-Chair, Interdepartmental Curriculum task Force for Davenport College. (1996 - 1997).

Committee Member, National Central Association Self-Study committee on institutional effectiveness. (1996 - 1997).

Professional Service

Reviewer, Ad Hoc Reviewer, Management Teaching Review. (2016 - Present).

Reviewer, Ad Hoc Reviewer, Journal of Management Education. (2012 - Present).

Reviewer, Ad Hoc Reviewer, Organizational Behavior Teaching Society Conference. (2009 - Present).

Reviewer, Ad Hoc Reviewer, Personnel Review (Journal). (2015).

Reviewer, Ad Hoc Reviewer, John Cook School of Business, Saint Louis University, St. Louis, MO. (September 2014).

Reviewer, Conference Paper, Academy of Management National Conference. (1998 - 2012).

Reviewer, Ad Hoc Reviewer, E. Craig Wall College of Business, Coastal Carolina University, Conway, SC. (November 2012).

"Emergency Reviewer", Academy of Management. (2009).

"Emergency Reviewer", Academy of Management. (2005).

Public Service

Ambassador, Community Foundation for Muskegon County, Muskegon, MI. (September 2010 - Present).

Member, Women's Division Chamber of Commerce, Muskegon, MI. (May 2010 - Present).

Board Member, Westshore Dispute Resolution Center, Muskegon, MI. (January 2007 - 2011).

Committee Chair, Westshore Dispute Resolution Center, Training Committee, Muskegon, MI. (November 2006 - 2011).

Committee Member, Westshore Dispute Resolution Center, Quality Assurance Committee, Muskegon, MI. (January 2006 - 2011).

Community Mediator, Dispute Resolution Center of West Michigan, Grand Rapids, MI. (June 2004 - 2011).

Community Mediator, Westshore Dispute Resolution Center, Muskegon, MI. (June 2004 - 2011).

Victim/Offender Mediator, Brian P. Mattson Restorative Justice Center. (June 2005 - 2009).

Consulting

Government, Westshore Dispute Resolution Center, Muskegon Michigan. (2005 - 2011).

Panel Discussion, Inter-Collegiate Minority Affairs Network. (1998).

Dr. Lisa Eshbach

Ferris State University
COB - Management
(231) 591-3197
Email: LisaEshbach@ferris.edu

Education

PhD, Wayne State University, 2004.
    Major: Industrial Engineering and Business Administration
    Supporting Areas of Emphasis: Lean Manufacturing
    Dissertation Title: APPLICATION OF LEAN MANUFACTURING IN A PROJECT
    MANAGEMENT ENVIRONMENT

MS, Wayne State University, 2002.
    Major: Industrial Engineering

MS, Central Michigan University, 1997.
    Major: International Administration
    Supporting Areas of Emphasis: International Business
    Dissertation Title: Application of Business Process Reengineering

AAS, Michigan Technological University, 1993.
    Major: Electrical Engineering

BS, Michigan Technological University, 1992.
    Major: Business Administration
    Supporting Areas of Emphasis: Industrial Engineering

Professional Positions

Academic - Post-Secondary

Associate Professor, Ferris State University. (August 23, 2013 - Present).

Assistant Professor, Ferris State University. (August 15, 2009 - August 22, 2013).

Adjunct Faculty, Baker College. (May 1, 1998 - May 1, 2010).

Adjunct Faculty, Lawrence Technological University. (September 1, 2004 - April 30, 2010).

Senior Lecturer, Wayne State University. (August 26, 2005 - May 5, 2009).

Professional

Senior Manufacturing Engineer, Visteon Corporation. (September 1, 2001 - July 15, 2006).

Senior Manufacturing Engineer, Visteon Corporation. (September 1, 1998 - September 1, 2001).

Project Manager, Ford Motor Company. (August 1, 1996 - September 1, 1998).

Materials Planning and Logistics Analyst, Ford Motor Company. (June 1, 1993 - August 1, 1996).

Licensures and Certifications

Quality Matters Certificate, Faculty Center Training and Learning. (March 2012).

Professional Memberships

VP of Communications, North American Case Research Association. (October 2015 - Present).

North American Case Research Association. (May 2009 - Present).

Lean Enterprise Institute. (August 2001 - Present).

Academy of Management. (August 2007 - August 2009).

Production Operations Management Society. (August 2007 - August 2008).

Society of Manufacturing Engineers. (May 2003 - May 2005).

Development Activities Attended

Conference Attendance, North American Case Research Association, Chicago, IL. (October 19, 2017 - October 21, 2017).

Conference Attendance, "2017 Lean Transformation Summit," Carlsbad, Ca. (March 7, 2017 - March 8, 2017).

Conference Attendance, North America Case Research Association, Las Vegas, Nevada, USA. (October 6, 2016 - October 8, 2016).

Conference Attendance, North American Case Research Association, Orlando, Florida, US. (October 8, 2015 - October 11, 2015).

Conference Attendance, North American Case Research Association, Austin, Texas, United States. (October 22, 2014 - October 25, 2014).

Conference Attendance, North American Case Research Association, Victoria, British Columbia, Canada. (October 17, 2013 - October 19, 2013).

Conference Attendance, Center for Scholastic Inquiry, Scottsdale, AZ, USA. (April 17, 2013 - April 18, 2013).

Workshop, "Online Courses Fair," Let's Get It Together - Language and Literature, Big Rapids, MI, USA. (February 20, 2013 - February 21, 2013).

Conference Attendance, North American Case Research Association, Boston, Massachusetts, USA. (October 25, 2012 - October 27, 2012).

Conference Attendance, North American Case Research Association, San Antonio, Texas, USA. (October 13, 2011 - October 15, 2011).

Workshop, "Quality Matters," Faculty Center for Training and Learning, Big Rapids, MI, USA. (July 2011 - September 2011).

Workshop, "Blackboard Learn 9.1," Faculty Center for Training and Learning, Big Rapids, MI, USA. (July 25, 2011 - July 27, 2011).

Workshop, "3R's Rubrics + Readability = Retention," Faculty Center for Training and Learning, Big Rapids, MI, USA. (February 2011 - May 2011).

Conference Attendance, North America Case Research Association, Gatlinburg, TN, USA. (October 28, 2010 - October 30, 2010).

Workshop, "Copyright, Fair Use and the Creative Commons," Faculty Center for Training and Learning, Big Rapids, MI, USA. (May 11, 2010).

Workshop, "Level 1 -4 Online Certification Training: Let's Get It Together," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 2009 - April 2010).

Faculty Orientation, "Faculty Orientation," Faculty Center of Training and Learning, Big Rapids, MI, U.S.A. (August 17, 2009 - April 21, 2010).

Workshop, "Rubrics Rock! Training," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 6, 2009 - November 24, 2009).

Workshop, "Grant and Research Education Series," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 6, 2009 - November 10, 2009).

Conference Attendance, "North American Case Research Association," North American Case Research Association, Santa Cruz, CA, USA. (October 29, 2009 - October 31, 2009).

TEACHING

Teaching Experience
Ferris State University
INTB 310, International Business Systems, 4 courses.
MGMT 301, Applied Management, 3 courses.
MGMT 302, Team Dynamics - Organizational Behavior, 3 courses.
MGMT 305, Managerial Leadership, 28 courses.
MGMT 350, Management Metrics and Decision Making, 4 courses.
MGMT 412, Lean Culture & Skills Dvlpmnt, 11 courses.
MGMT 432, Lean Logistics and Supply Mgmt, 8 courses.
MGMT 447, Business Ethics - Social Responsibility, 3 courses.
MGMT 488, Advanced Management Cases-Problems, 30 courses.
MGMT 490, Lean Service Enterprise Leadership, 2 courses.
MGMT 492, Lean Svc Enterprse & Leadershp, 20 courses.
MGMT 497, Lean Culture and Skills Development, 2 courses.

Directed Student Learning

Supervised Research, "Looking in the Rearview Mirror." (May 2014 - November 2015).
Advised: Alisa Deroo, Lukas Thompson, Mabel Acosta, Andrew Jared

Honors Option - MGMT 305 Managerial Leadership, "Mercedes W205 Middlefield Lamination Kaizen Event." (May 2015 - August 2015).
Advised: Logan England

Honors Option - MGMT 432 Lean Logistics & Supply Management, "Gentex - Case Overview." (January 2015 - May 2015).
Advised: Mabel Acosta

SCHOLARSHIP AND RESEARCH
Published Intellectual Contributions

Other

Eshbach, L. (2017). *Operations and Supply Management Curriculum Revisions. Currently, the Operations and Supply Management (OSM) program has 48 general education credits as part of the existing curriculum. After close review, we discovered that our college accreditation only requires 42 credits of general education. This proposal addresses the reallocation of the 9 general education credits (3 credits remaining with general education and 6 reallocated to the OSM program core), pre-requisite core course change, our stakeholders (advisory board, advisors, faculty and students) recommendations, and revising one program outcome.*.

Eshbach, L. (2017). *Operations and Supply Management Program and Minor Revisions The Operations and Supply Management (OSM) program and OSM minor is reviewed throughout the academic year to ensure the courses are relevant to the industry needs. We accomplish this through annual advisory board and faculty meetings. The OSM program changes included 1) adding two courses to the required program area (PROJ 320 and ISYS 482, 2) Providing concentrations for students to select from instead of a list of classes, and 3) Removing ISYS 200, STQM 341, STQM 351 and MGMT 302 from the course concentration list.*.

Eshbach, L., L. N. (2015). In J. Lawrence & D. Ettington (Eds.), *Ferris Valley Foods: Corporate Governance and Reentry* (4th ed., vol. 35).

Eshbach, L. (2015). *Lean Systems Certificate and Minor Modifications. Certificate Changes: The proposal changed the MGMT 422 (Cost Management for Lean Systems) from a class option list of six classes offered to a required certificate course. Now, students can either take the MGMT 402 (Six Sigma for Business Processes) or MGMT 422 courses (Cost Management for Lean Systems) as one of the required certificate courses. The second change to the certificate involved adding the MGMT 432 (Lean Logistics and Supply Management) as a course option for the students to choose from amongst a list of six courses for the remaining three credits. Minor changes: The change included increasing the required courses from four to five and decreasing the amount of elective courses from two to one. The MGMT 432 (Lean Logistics and Supply Management) course was being added as the fifth required course.*.

Eshbach, L., Steenstra, D. (2015). *MBA Curriculum Revisions. Led a 12 person cross-functional faculty team. Each faculty member, including myself, developed at least one course (MGMT 736) for the revised MBA core. Additionally, I developed two new MBA concentrations (Lean Systems and Leadership AND Supply Chain Management and Logistics) and authored five new classes to support the concentrations (MGMT 752, MGMT 754, MGMT 755, MGMT 757,and MGMT 758). I co-wrote the supporting paperwork for the required curriculum process. The result was 110 page proposal that was approved by the Senate and Provost.*.

Eshbach, L. (2014). *LPM Minor Revisions. The main purpose of the proposal is to officially add*

the PROJ 351 – Project Communication - course and delete PROJ 420 – Managing Procurement - course from the LPM minor. Prior to this proposal, the minor was comprised of seven courses - the PROJ 351 was required for the PROJ 420 course, but was not officially identified as a course on the check sheet..

Eshbach, L. (2014). *LPM Certificate Revisions. The purpose of the proposal is to add the MGMT 412 (Lean Culture and Skills Development) as a course option that students can take for the Leadership & Supervision Certificate. The course involves areas that most leaders and managers are concerned with: training and how to create a culture that sustains optimal performance. A variety of topics from developing a work standard (that can be used for future employee training), to developing employee training plans to how to productively handle interpersonal/employee issues/situations that can prevent work from being accomplished are included in the course..*

Eshbach, L. (2014). *MGMT 305, MGMT 422, and MGMT 492 Course Revisions. This proposal includes changes for the MGMT 305, MGMT 422, and MGMT 492 courses. The MGMT 305 changes include a revised course name, description and outcomes. The MGMT 422 revisions include   a course title name change. The MGMT 492 course includes a name change and pre-requisite change..*

Eshbach, L., Marion, D., Lyman, S. B. (2013). *Operations and Supply Management Major Modifications. The Operations and Supply Management (OSM) program was reviewed during the 2012-13 APR cycle. Several suggestions from our advisory board and the APR committee were provided during the process. It was recommended that we review our program against the benchmark programs in the state, redesign where appropriate and look at ways to successfully promote our program.   The revisions included a lean systems focused curriculum. The MGMT 432 (Lean Logistics and Supplier Development) new course was included in the proposal. The course will be offered during Spring 2014 semester.*

Eshbach, L. (2013). *Lean Systems Minor. The Lean Systems minor is designed to deliver a comprehensive education of how to apply lean concepts to various industries: e.g. banks, nonprofits, offices, hospitals, restaurants, manufacturing. The classes prepare individuals to lead, manage, and evaluate a continuous improvement system. Students will acquire the skills of applying the lean principles in a complex work environment. This cutting edge approach will provide graduates with highly sought-after capabilities to improve operational & financial performance and monitor growth within any type of organization. The new course, MGMT 422 (Lean Accounting), was developed as part of the proposal. This course will be offered during Spring 2014 semester..*

Eshbach, L., Marion, D. (2012). *Lean Systems Certificate. The Lean Systems certificate specifically integrates the Lean concepts (process efficiency), Six Sigma (process quality), and leadership techniques (employee centric) to assist the organization in achieving and sustaining optimal employee and organization/operational performance.   Two new courses were developed as part of the proposal - MGMT 402 (Six Sigma Process Management) and MGMT 412 (Lean Culture and Skills Development). These courses were successfully offered during Spring 2013 semester..*

Eshbach, L. (2011). *LPM Certificate The Leadership & Supervision certificate proposal included three modifications: a certificate title change, catalog description change and the addition of four class options for students (MGMT 373 Human Resource Management MGMT 474 Cases Strategy Workforce Trend, MGMT 491 Management Internship, and MGMT 492 Lean Service Enterprise Leadership) .   Primarily, a 'LPM' title would replace the existing 'Supervision' certificate. The title and catalog description change would better represent the*

content covered in the revised certificate..

Refereed Journal Articles

Eshbach, L., Gilley, A., Kouider, E., Gilley, J. W. (2013). Gender Differences in Leading Change. *Center for Scholastic Inquiry, 1*(1), 104-124. www.csiresearch.com

Presentations Given

Eshbach, L., Short, K., FSU Leadership Week, "Top 10 Leadership Skills," Center for Leadership and Academic Services, Big Rapids, MI. (November 15, 2017).

Eshbach, L., Marion, D., "Lean Tools and Applications for Information Technology," FSU Information Technology Department, Big Rapids, MI. (January 26, 2017).

Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "Lean Leadership at Audition Assembly: Is it Possible?," NACRA, Las Vegas, Nevada. (October 7, 2016).

Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Adam's Ribs: An Adventure in Food Cartology," NACRA, Orlando, Florida. (October 8, 2015).

Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Who's Next? Succession Planning At Royal Beginnings Bridal Shop," NACRA, Austin, TX. (October 22, 2014).

Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Royal Beginnings - Supply Chain Decision Making in the Bridal Business," NACRA, Victoria, British Columbia. (October 17, 2013).

Eshbach, L. (Author & Presenter), Gilley, A. (Author), Kouider, E. (Author), Center for Scholastic Inquiry, "Gender Differences and Leading Change," Center for Scholastic Inquiry, Scottsdale, AZ. (April 17, 2013).

Eshbach, L., "How to Be Effective and Successful in the Workplace," Women in Technology RSO, Big Rapids, MI. (March 6, 2013).

Eshbach, L. (Author & Presenter), Grand Valley State University, L. N. (Author & Presenter), North America Case Research Association (NACRA), "Project Management at Tiger Metalbenders Inc.," North America Case Research Association (NACRA), Boston, MA. (October 25, 2012).

Eshbach, L., "Lean Systems in Healthcare," Allied Health - Sandra Cook's CLLS 465 Class, Big Rapids, MI. (December 7, 2011).

Eshbach, L. (Author & Presenter), N. L. (Author & Presenter), North America Case Research Association (NACRA), "Ferris Valley Foods: Corporate Governance and Responsibility," NACRA, San Antonio, TX. (October 13, 2011).

Eshbach, L., MGT 661 - Operations Management, "Lean Systems in Manufacturing and Service," Grand Valley State University, Grand Valley State University. (June 2011).

Eshbach, L., Health Care Strategic Applications, "Lean Systems in Healthcare," FSU, Big Rapids, MI. (March 2011).

Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "City of Grand Rapids: Lean Times Require Lean Measures," NACRA, Gatlinburg, TN. (October 29, 2010).

Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "Application of Lean Principles at the Grand Rapids Public Library," NACRA, Santa Cruz, CA. (October 29, 2009).

Media Contributions

Internet

College of Business Website. (August 3, 2017).

College of Business Website. (April 21, 2015).

College of Business Website. (February 20, 2015).

Contracts, Grants and Sponsored Research

Grant

Eshbach, L. (Principal), "TIMME Grant," Sponsored by TIMME- Academic Affairs, Ferris State University, $750.00. (April 2010 - December 2010).

Eshbach, L., "NSF CCLI Phase 2 grant (award number 0618669) – June 2008," Sponsored by National Science Foundation, Federal (Non NIH), $5,000.00. (April 2009 - July 2009).

Awards and Honors

Sabbatical, FSU. Awarded a sabbatical for the Spring 2018 semester to prepare 3 written cases and instructor manuals for publication. (April 2017).

Best Case of 2015 NACRA Conference - Bronze Award, North American Case Research Association. (October 10, 2015).

Outstanding Case in Corporate Governance - Honorable Mention. Case is awarded to the best case in corporate governance (in any discipline) as submitted and presented to the annual NACRA meeting. It is funded by The Directors College (Canada) of McMaster University, but is administered by NACRA. The award includes a first prize of $1,000 plus an honorarium of $500 to cover travel expenses to McMaster University where the winner will also present the case at a forum of The Directors College. The award also includes two honorable mentions - each worth $500. Decision focused cases must deal with issues faced by a company's board of directors, such as transparency in governance, governance structures, corporate investment and disclosure, shareholder and shareholder relations, accountability, privacy and security, executive and board compensation, roles and responsibilities of board committees, director independence, effective board management relations, board recruitment, role of the board chair or lead director, proxy voting, and stock options, North American Case Research Association. (October 22, 2011).

Best Case Award in Production/Operations/Supply Chain Management Track. Nominated and selected for Best Case Award in Production/Operations/Supply Chain Management Track at the NACRA 2009 conference., North America Case Research Association. (October 29, 2009).

Research in Progress

"Adam's Ribs: An Adventure in Food Cartology" (Writing Results).
Case and Instructor's Manual: Tired of working 14 hours a day as a sous chef at Crosswater Club in Sunriver, Oregon, Adam is contemplating being his own boss and starting his own food truck business (either Tex-Mex or Indian cuisine) in Bend, Oregon. Adam's wife, Mary, works at Whispering Winds in Bend, Oregon, as an executive chef. They are a newly married couple and are very cost-conscious with respect to personal expenses and saving. As such, they have about $20,000 in savings that could be put towards the purchase of a new (not equipped) or used (fully equipped) food truck.

Although the region encourages an "entrepreneur-friendly" environment, Adam faces intense competition within the food truck industry in Bend, OR. There are a multitude of "established" food trucks in the area that serve local customers – approximately 120 in Bend.   Despite the rivalry, Adam is still encouraged because, based on his research, there is not a Tex-Mex food truck in the Bend, OR, area. And, if he focused on Indian cuisine, he would offer different types of foods from the existing food truck. He believes that if he could overcome the fierce competitive factors, comply with the licensing and regulations as well as obtain enough cash to start the business, he could be successful. This would lead Adam and Mary to ultimately enjoying a more personal enriching lifestyle and exploring the exciting opportunities that the Bend, OR area has to offer.

The case provides a general overview of the factors involved in starting a new food truck business – location, demographics, customer preference, licensing/regulations, product branding and other personal related considerations.

"City of Grand Rapids: Lean Times Require Lean Measures" (Writing Results).
Case and Instructor's Manual: The longitudinal case study evaluates the Grand Rapids city government's implementation of municipal lean. The case also outlines the quantitative benefits (resource and time savings) realized by the execution of this lean project. The setting of priority goals and the performance measurement in achieving those goals are analyzed. The performance improvement tools used in evaluating the program's impact are fully defined and examined

"Implementing Lean Administration in the Grand Rapids Public Library System" (Writing Results).
Case and Instructor's Manual The case examines the application of lean principles used by a large municipal public library system to achieve process and cost efficiencies.   These tools (i.e. value stream mapping, kanban, standardized work processes, visual factory, poke yoke and 5-Why problem solving tools) were successfully used to achieve cost and process based improvements within the organization.

"Lean Leadership at Audition Assembly: Is it Possible?" (Writing Results).
Case and Instructor's manual: A general overview of the factors involved in implementing lean in a manufacturing setting using a traditional, top-down management approach. It evaluates the various lean tools and metrics used to assess progress with the application of lean manufacturing. Miller (plant manager) is exploring options to sustain its modest achievements, through the continuous improvement efforts of his two area managers, but also is seeking input, from the rest of his eight person management team, on how Audition

could provide the most effective management support with leading future lean initiatives

"Project Management at Tiger Metalbenders, Inc." (Writing Results).
Case and Instructor's Manual: Set in the metro Detroit area, the Launch Engineer at a large automotive stamping plant must address the issue of why the completion times for designing and constructing dies vary across 18 stamped parts for four different vehicles. To add complexity, two of the vehicles were designed in North America for the North American market, and two of the vehicles were designed abroad and modified for the domestic market. The former used more locally sourced dies and the latter used more globally sourced ones. The firm's largest customer – and for which the vehicles were produced – was one of the world's largest automakers.

The case provides an opportunity for students to apply project management methods/concepts and statistical tools to evaluate a firm's performance, and identify if (and how) it should adopt changes to ensure that future projects are completed on schedule.

"Royal Beginnings: Buying for a Boutique" (Writing Results).
Anna and Jack Oleson, the owners of a full-service bridal shop in one of Michigan's Upper Peninsula's small communities were preparing for their annual six-hour trip to Chicago for the National Bridal Market. They would be making merchandise buying decisions for the upcoming season. However, this year's trip would be very different because the Olesons would reevaluating previous suppliers and potentially selecting new ones. In operation for 23 years, the shop prided itself on offering a full range of services, including alterations by a full-time seamstress. While vendors' corporate headquarters were located in the U.S., their gowns were often manufactured overseas, primarily in China. After repeated "miscommunications" regarding deliveries, delivery failures, and suppliers' inflexibility regarding minimum order quantities for samples (i.e., unwillingness to grant concessions to smaller shops), the owners needed to reconceive their buying criteria and sourcing strategies.

"Who's Next? Succession Planning at Royal Beginnings Bridal Shop" (Writing Results).
Case and Instructor's Manual: Royal Beginnings' 67-year-old owner is eyeing retirement, and is beginning to contemplate alternatives for continuance of the business. All of the owner's children (now married, and with families of their own) reside hundreds of miles from the store, and the oldest grandchild (a granddaughter) is 14 years old – not a likely successor if the owner would like to retire within the next year or two. An expert seamstress and the owner's "right-hand girl" (a long-time employee) has expressed no interest in acquiring the business. Nor have any local businesspeople.

The case provides a general overview of retail operations within a small apparel (bridal and formal wear) shop, as well as insights into its market and the supplier's behavior. It focuses on succession planning in a business where there are no viable family successors.

SERVICE
University Service

Committee Member, Operations and Supply Management Annual Program Review. (December 2017 - Present).

Committee Member, Kasey Short Tenure Committee. (September 2017 - Present).

Committee Member, Aaron Madziar Tenure Committee. (September 2015 - Present).

Committee Member, Emily Fransted Tenure Committee. (September 2013 - Present).

Program Organizer, Operations and Supply Management (OSM) Program. (May 2013 - Present).

Academic Advising, College of Business. (September 2010 - Present).

Attendee, Graduation, FSU Commencement. (May 2010 - Present).

Committee Member, Project Management Faculty Search Committee. (April 2017 - May 2017).

Committee Member, College Curriculum Committee. (August 2013 - May 2017).

Committee Member, TIMME Travel Grant Committee. (August 2013 - May 2015).

Student Org Advisor (Professional Org), Business Professionals of America. (November 2012 - August 2014).

Committee Member, Management Faculty Search Committee. (April 2014 - May 2014).

Committee Member, Annual Program Review Committee. (August 2010 - August 2013).

Committee Member, Law Faculty Search Committee. (April 2013 - May 2013).

Quality Matters Presenter, Online Teaching and Learning Committee. (February 20, 2013 - February 21, 2013).

Faculty Trainer and Mentor, Blackboard Learn 9.1 Implementation Team. (September 1, 2011 - August 20, 2012).

Committee Member, Operations and Supply Management (OSM) Program Review. (December 1, 2011 - August 13, 2012).

Committee Member, HealthCare Systems Administration Search Committee. (March 2012 - June 2012).

Presenter, DECA. (January 2011).

Co-Editor, Management Newsletter. (March 2010 - August 2010).

Judge for Student Posters, Michigan Energy Conference. (April 2010).

Presenter, DECA. (January 2010).

Participant, College of Business Celebration Fest. (September 2009).

Professional Service

Editorial Review Board Member, Case Research Journal. (August 3, 2016 - Present).

Newsletter Editor, North American Case Research Association (NACRA). (October 2015 - Present).

Vice President of Communications, North American Case Research Association (NACRA).

(October 2015 - Present).

Session Chair, North American Case Research Association (NACRA) 2017 Conference, Chicago, IL. (October 20, 2017 - October 21, 2017).

Track Organizer, North American Case Research Association (NACRA) 2017 Conference, Chicago, IL. (October 19, 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Journal Article, Case Research Journal. (December 2016).

Track Organizer, North American Case Research Association (NACRA) 2016 Conference, Las Vegas, Nevada. (October 6, 2016).

Reviewer, Journal Article, Case Research Journal. (July 2016).

Reviewer, Journal Article, Case Research Journal. (April 2016).

Reviewer, Journal Article, Case Research Journal. (March 2016).

Reviewer, Journal Article, Case Research Journal. (December 2015).

Reviewer, Journal Article, Case Research Journal. (June 2015).

Reviewer, Journal Article, Journal of Critical Incidents. (June 2015).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (June 2015).

Reviewer, Journal Article, Case Research Journal. (December 2014).

Reviewer, Journal Article, Case Research Journal. (June 2014).

Reviewer, Conference Paper, North American Case Research Association (NACRA). (June 2014).

Reviewer, Journal Article, Case Research Journal. (August 2013).

Reviewer, Journal Article, Center for Scholastic Inquiry. (July 2013).

Judge, Family Enterprise Case Competition, Burlington, VT. (January 9, 2013 - January 12, 2013).

Reviewer, Journal Article, Case Research Journal. (November 2012).

Reviewer, Journal Article, Case Research Journal. (November 2012).

Session Chair, Midwest Decision Science Institute, Grand Rapids, MI. (April 12, 2012 - April 14, 2012).

Reviewer, Conference Paper, North American Case Research Association (NACRA). (July 2011 - August 2011).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (June 2010 - July 2010).

Public Service

Middle and High School Career and College Advisor, Algoma Christian School, Kent City, MI. (September 2012 - May 2015).

Consulting

Academic, Taught an accelerated MGMT 305 - Managerial Leadership - to Spectrum Hospital (Big Rapids) full-time employees. The 15 weeks of course material was delivered during a 6 week timeframe. The students are seeking to complete a Lean Systems certificate., Corporate Professional Development Building. (January 9, 2017 - February 13, 2017).

Academic, FSU Corporate and Professional Development Taught one 3 hour sessions of the Lean Systems segment of the Mini-MBA to Grand Rapids community leaders (managers, engineers, etc)., Woodridge Ferris Building - Grand Rapids, MI. (October 18, 2016).

Academic, Traverse City Chamber of Commerce. Taught one 3 hour session of the Lean Systems segment of the Mini-MBA to community leaders (entrepreneurs, managers, physicians, etc)., Traverse City, MI. (February 4, 2014).

Academic, Gentex Corporation . Taught two 3 hour sessions of the Lean Systems segment of the Mini-MBA to engineers and supervisors., Zeeland, MI. (January 22, 2014).

Awards and Honors

Service, University

Academic Advising Award, College of Business - Management Department. (August 2014).

Sytsma Faculty Excellence Award., College of Business. (April 22, 2014).

Anita L. Fagerman
Ferris State University

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Education

PhD, Capella University, 2006.
   Major: Organization & Management
   Supporting Areas of Emphasis: Leadership specialization
   Dissertation Title: Land Patents and Condemnation: Developing a Measure based on
   Organizational Learning in the United States Land Management System

MS, Purdue University, 1992.
   Major: Applied Statistics

BS, Ferris State University, 1990.
   Major: Applied Mathematics

Professional Positions

Academic - Post-Secondary

Faculty, Ferris State University. (2004 - Present).

Temporary - Full Time Instructor, Ferris State University. (August 2001 - August 2004).

Government

Trustee, Charter Township of Haring. (January 1, 2006 - November 2016).

Professional

Member, Fagerman Family Farms.

Co-owner, Calm Actions, LLC. (2001 - Present).

Co-owner, Functions of Metrology and Design, LLC. (1996 - 2003).

Quality Manager, Traverse City Products, Inc. (1994 - 2001).

Statistician/Quality Engineer, MascoTech Stamping Technologies, Inc. (1992 - 1994).

Licensures and Certifications

Certified Manager of Quality/Organizational Excellence (ASQ), ASQ. (October 20, 2001 -
   Present).

Quality Management Systems Associate Auditor, RABQSA/Exemplar Global. (October 2001 -
   Present).

Certified Quality Engineer (ASQ), ASQ. (June 1, 1996 - Present).

Certified ISO/TS16949 Supplier Auditor, AIAG. (December 12, 2013 - December 12, 2016).

Kaplan & Norton Balanced Scorecard Certified, Palladium Group, Inc. (July 9, 2009 - 2009).

Professional Memberships

International Taekwon Do Federation.

Michigan Association of Planning.

Michigan Townships Association.

United States Taekwon Do Federation.

Senior Member, Society of Manufacturing Engineers. (December 1, 1992 - Present).

Senior Member, American Society of Quality. (March 24, 1992 - Present).

American Statistical Association. (April 1, 1991 - Present).

Development Activities Attended

Webinar, "Risk Management as part of the Quality Management System," ASQ. (December 14, 2017).

Seminar, "AIAG's Exemplar Global- Certified ISO 9001:2015 Lead Auditor Training with AIAG IATF 16949:2016 Supplier Auditor Certification training," Ferris State University, PD Committee. (December 4, 2017 - December 8, 2017).

Continuing Education Program, "Lean Six Sigma Black Belt - EngineRoom," MoreSteam University & ASQ. (January 31, 2016 - December 31, 2016).

Training, "Blackboard Collaborate Training," Faculty Center for Teaching and Learning. (December 5, 2016).

One-on-one Training, "McGraw Hill - Practice Operations," McGraw Hill. (October 27, 2016).

Workshop, "Advising with MyDegree: Worksheet & Planner." (October 24, 2016).

Seminar, "ISO 9001:2015 Transition Training," ASQ, Traverse City, Michigan, USA. (September 21, 2016).

On-line training, "Transition Training & Assessment to IS09001:2015," Exemplar Global College. (December 29, 2015 - December 31, 2015).

One-on-one Training, "McGraw Hill - Connect," McGraw Hill. (September 22, 2015).

Workshop, "2015 Michigan Performance Excellence Examiner Training for Site Visit," Michigan Performance Excellence Program, Lansing. (September 2, 2015).

Continuing Education Program, "Lean Office Simulation," Michigan Manufacturing Technology Center at NMC. (April 23, 2015).

Continuing Education Program, "2015 Senior Examiner Training," Michigan Performance

Excellence Program. (April 1, 2015).

Continuing Education Program, "2015 Examiner Training," Michigan Performance Excellence Program. (March 19, 2015).

Seminar, "Atomic Learning," Faculty Center for Teaching and Learning. (February 20, 2015).

Webinar, "Respondus 4.0. Instructor Training. Create & Manage Exam Content," Respondus Inc. & Faculty Center for Teaching and Learning. (February 12, 2015).

Webinar, "Instructor Training: LockDown Browser and Respondus Monitor," Respondus Inc. & Faculty Center for Teaching and Learning. (February 11, 2015).

Webinar, "ISO/DIS 9001:2015 – Pushing for Continuous Improvement," ASQ Northern Michigan Section 1014. (February 5, 2015).

Webinar, "Instructor Training: Using the Respondus Test Bank Network to Quickly Create Online Exams," Respondus Inc. & Faculty Center for Teaching and Learning. (January 29, 2015).

Webinar, "ADOBE CONNECT Webinar," Clarix Technologies, Inc. (January 22, 2015).

Webinar, "Running meetings & webinars on Lync," Microsoft Office. (December 20, 2014).

Webinar, "Up and Running with Lync Online with David Rivers," Lynda.com. (November 27, 2014 - December 20, 2014).

Webinar, "Value Stream Integration Fundamentals Webinar Series: How to Setup Value Streams," SME. (December 5, 2014).

Webinar, "Customer Ongoing Training for Adobe Connect," Clarix Technologies. (December 1, 2014).

Webinar, "Adobe Connect 9.3 - What's New?," Clarix Technologies. (November 21, 2014).

Continuing Education Program, "5S Workplace Organization Simulation," Michigan Manufacturing Technology Center at NMC. (October 15, 2014).

Continuing Education Program, "Lean Manufacturing Simulation," Michigan Manufacturing Technology Center at NMC, Traverse City, Michigan. (June 13, 2014).

Continuing Education Program, "2014 Michigan Quality Council Senior Examiner Training," Ann Arbor, Michigan, United States. (April 2, 2014).

Continuing Education Program, "2014 Michigan Quality Council Examiner Training," Michigan Quality Council, Howel, Michigan, United States. (March 2014).

Seminar, "RABQSA-Certified ISO 9001 Lead Auditor Training with AIAG ISO/TS 16949 Supplier Auditor Certification training," AIAG, Southfield, Michigan. (December 9, 2013 - December 13, 2013).

Workshop, "Using Policies to Manage Your Township," Michigan Township Association, Gaylord, Michigan. (December 3, 2013).

Continuing Education Program, "Certificate for Online Adjunct Teaching," MarylandOnline, Inc. & Faculty Center for Teaching and Learning. (October 2012 - December 2012).

Continuing Education Program, "Quality Matters," Faculty Center for Teaching and Learning. (September 2012 - November 2012).

Continuing Education Program, "2012 Michigan Quality Council Examiner Training," Michigan Quality Council, Howel, MI. (March 7, 2012).

Workshop, "Balckboard Learn 9.1 Training - Phase II," Faculty Center for Teaching and Learning. (February 15, 2012).

Workshop, "Balckboard Learn 9.1 Training - Phase I," Faculty Center for Teaching and Learning. (February 7, 2012).

Seminar, "Financial Management for Executives: Driving Value," Michigan State University, Eli Broad Graduate School of Management, Lansing, MI, USA. (January 11, 2012 - January 12, 2012).

Workshop, "2011 Michigan Quality Council Examiner Training for Site Visit," Michigan Quality Council, Howell, MI. (September 26, 2011).

Workshop, "Clarifying and Aligning Strategy," Palladium, Orlando, Florida, USA. (March 16, 2011).

Seminar, "Kaplan-Norton Master Class," Palladium, Orlando, Florida, USA. (March 14, 2011 - March 15, 2011).

Continuing Education Program, "2011 Michigan Quality Council Examiner Training," Michigan Quality Council, Howel,, Michigan, USA. (March 2, 2011).

Workshop, "Introduction to Transportation Asset Management," Michigan Transportation Asset Management Council; Michigan Tech: Center for Technology & Training; Wexford County Road Commission; Osceola County Road Commission; Missaukee County Road Commission; Michigan's Local Technical Assistance Program, Cadillac, MI. (December 16, 2010).

Workshop, "MyDegree Training," Ferris State University. (October 11, 2010).

Workshop, "Open Meetings Act," Michigan State University Extension, Cadillac, MI, Wexford. (September 30, 2010).

Workshop, "GRANT RESEARCH & EDUCATION SERIES: A Learning Community on Writing Successful Proposals," Ferris State University. (October 2009 - November 2009).

Workshop, "WebEx Training," Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (April 15, 2009).

Continuing Education Program, "2009 Michigan Quality Council Examiner Training," Michigan Quality Council, Howell, MI, USA. (March 11, 2009 - March 12, 2009).

Seminar, "2008 Certification Boot Camp, Kaplan & Norton Balanced Scorecard Certification Program," Palladium Group, Inc., Lincoln, MA, USA. (December 9, 2008 - December 12,

2008).

Continuing Education Program, "2008 MBNQA Examiner Training," ASQ, NIST, MBNQA Program, Gaithersburg, MD, USA. (April 30, 2008 - May 2, 2008).

Leadership Development Activity, "FSU Leadership Development Program," Ferris State University, Big Rapids, MI, US. (September 20, 2007 - April 17, 2008).

Continuing Education Program, "2008 Michigan Quality Council Examiner Training," Michigan Quality Council, Howell, MI, USA. (March 12, 2008).

Book Discussion, "Book Discussion on How People Learn: Brain, Mind, Experience, and School," Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (October 2007 - February 2008).

Workshop, "Get Web-Ready with Macromedia FlashPaper," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (September 18, 2007).

Continuing Education Program, "2007 MBNQA Examiner Training," ASQ, NIST, MBNQA Program, Gaithersburg, MD, USA. (May 2, 2007 - May 4, 2007).

Continuing Education Program, "2007 Michigan Quality Council Examiner Training," Michigan Quality Council, Ann Arbor, MI. (March 22, 2007).

Book Discussion, "Book Discussion on Harry Boyte's Everyday Politics," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (2005).

Workshop, "Critical Thinking Faculty Learning Community," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (2005).

Workshop, "Learner-Centered Teaching Faculty Learning Community," FCTL, Big Rapids, MI, US. (2005).

Continuing Education Program, "2005 MBNQA Examiner Training," ASQ, NIST, MBNQA Program, MD, USA. (May 2005).

Tutorial, "Institute Review Board & Human Research testing," University of Miami School of Medicine, Miami, FL, US. (2004).

Continuing Education Program, "2004 MBNQA Examiner Training," ASQ, NIST, MBNQA Program, MD, USA. (May 2004).

Continuing Education Program, "2003 Michigan Quality Council Examiner Training," Michigan Quality Council, MI, USA. (March 2003).

Book Discussion, "Palmer Parker's "The Courage to Teach"," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (2002).

Workshop, "How to Teach Through Writing," Crossroads Writing Project/National Writing Project, Traverse City, MI, US. (2002).

Workshop, "Learner Centered Teaching," Faculty Center for Teaching and Learning. (2002).

Continuing Education Program, "2002 Michigan Quality Council Examiner Training," Michigan Quality Council, MI, USA. (March 2002).

Workshop, "Transition Training to IS09000:2000," Detroit, MI, US. (2001).

Workshop, "IS09000:2000 Lead Auditor Training," Detroit, MI, US. (2000).

TEACHING

Teaching Experience

Ferris State University
MGMT 370, Quality-Operations Mgmt, 15 courses.
MGMT 736, Lean Enterprise Systems, 3 courses.
MMBA 501, Personal Skills Development, 3 courses.
MMBA 612, Intro Performance Metrics, 3 courses.
MMBA 615, Quality Improvement Principles-Appl, 2 courses.
MMBA 710, Strategic Planning Systems, 2 courses.
MMBA 730, Customer Systems, 5 courses.
MMBA 760, Process Management Systems, 2 courses.
MMBA 799, Integrated Business Experience, 4 courses.

Non-Credit Instruction

Workforce Training: DOE, Michigan Technical Education Center (MTEC), 4 participants. (November 2009 - December 2009).

Workforce Training: Problem Solving & FMEA, Michigan Technical Education Center (MTEC). (June 2004 - August 2004).

Workforce Training: ISO 9000:2000, Michigan Technical Education Center (MTEC). (February 2003 - June 2003).

Workforce Training: QS9000, Michigan Technical Education Center (MTEC). (August 2002 - May 2003).

Workforce Training: SPC, Michigan Technical Education Center (MTEC). (December 2002 - January 2003).

Directed Student Learning

Dissertation Committee Member, "Continuous Improvement Model for University Finance Departments." (May 2009).
Advised: Michael Carson

Awards and Honors

Certified Online Instructor, Level 5, Ferris State University. (December 2012).

Certified Online Instructor - Level 4, Ferris State University. (March 2008).

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

Conference Proceedings

Tower, S., Fagerman, A. L., Grennier, R. (2007). *Why We Can't Kumbaya, Group Hug, and Share the Same Lean Manufacturing Straw: Using Motivation Theories to Clarify and Minimize the Barriers to Positive Supply Chain Relations* (vol. 7). International Conference on Industry, Engineering: 2007 International Conference on Industry, Engineering, and Management Systems.

Other

Fagerman, A. L. *Land Patents and Condemnation: Developing a Measure based on Organizational Learning in the United States Land Management System* (vol. 3229504). UMI.

Presentations Given

Fagerman, A. L., Crossroads Writing Project/National Writing Project, "Best Teaching Practice," Crossroads Writing Project/National Writing Project, Traverse City, MI. (2003).

Contracts, Grants and Sponsored Research
Grant

Fagerman, A. L., "AIAG's Exemplar Global- Certified ISO 9001:2015 Lead Auditor Training with AIAG IATF 16949:2016 Supplier Auditor Certification training," Ferris State University, $3,740.00. (April 13, 2017 - March 1, 2018).

Fagerman, A. L., "Lean Six Sigma Black Belt online, on demand training," Sponsored by ASQ, Ferris State University, $2,790.00. (December 22, 2014 - January 31, 2016).

Fagerman, A. L., "RABQSA-Certified ISO 9001 Lead Auditor Training with AIAG ISO/TS 16949 Supplier Auditor Certification training," Sponsored by AIAG, Ferris State University, $3,100.00. (December 9, 2013 - December 13, 2013).

Fagerman, A. L. (Principal), "Palladium Group Master Class & Workshop," Sponsored by Palladium Group, Ferris State University, $4,575.00. (March 31, 2011 - March 9, 2012).

SERVICE
University Service

Committee Member, Ferris Foundation Gifts and Grants Committee. (2007 - Present).

Committee Member, Academic Program Review Committee - Criminal Justice Administration Program. (August 2016 - August 2017).

Committee Member, COB Promotion/Merit Committee. (September 2015 - May 2017).

Committee Member, Academic Senate. (August 2014 - May 2016).

Committee Member, University Graduate and Professional Council. (August 2010 - May 2016).

Committee Member, Academic Program Review Committee. (August 2013 - May 2015).

Committee Member, COB Promotion/Merit Committee. (September 2013 - May 2014).

Faculty Advisor, MBA Advisory Board. (August 2006 - May 2014).

Ex-Officio Committee Member, COB Curriculum Committee. (August 2010 - May 2013).

Committee Member, University Curriculum Committee. (August 2010 - May 2013).

Committee Chair, MBA Program. (August 2008 - May 2013).

Special Institutional Assignment, 2013 Michigan Graduate Education Day. (February 19, 2013).

Committee Member, COB Promotion/Merit Committee. (September 2010 - May 2012).

Special Institutional Assignment, 2012 Michigan Graduate Education Day. (March 29, 2012).

Committee Member, Task Force on Graduate Education. (October 2010 - May 2011).

Faculty Advisor, MBA Program Champion. (October 2009 - May 2011).

Nominator, COB Student Excellence Award Nominator. (March 2011).

Committee Member, Faculty Advisory Group for the Faculty Center for Teaching & Learning. (2006 - 2010).

Attendee, Meeting, HLC Steering Committee Report Reviewer. (March 2010 - May 2010).

Committee Chair, University Graduate and Professional Council. (August 2009 - May 2010).

Committee Chair, COB Curriculum Committee. (August 2008 - May 2010).

Committee Member, Academic Policy and Standards Committee. (September 2007 - May 2010).

Special Institutional Assignment, 2010 Michigan Graduate Education Day. (April 13, 2010).

Committee Member, Academic Program Review. (May 2008 - December 2009).

Committee Member, University Graduate and Professional Council. (2004 - 2009).

Committee Member, COB Decision Making Ad Hoc Committee. (August 2008 - May 2009).

Committee Member, Hiring Committee (Management faculty). (January 2009 - March 2009).

Nominator, COB Student Excellence Award Nominator. (February 2009).

Committee Member, Hiring Committee (Distance Librarian faculty). (August 2008 - October 2008).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2008).

Committee Member, COB ACBSP Professional Development Team Member. (2006 - 2007).

Attendee, Meeting, COB Leap Forward Workshop. (2006 - 2007).

Attendee, Meeting, Support MSN Program Accreditation Process. (October 2007).

Committee Member, Collaborative Meeting - MBA Design Certificate. (May 31, 2007).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2007).

Committee Member, Collaborative Meeting. (December 12, 2006).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2006).

Coordinator and Booth attendant, Cadillac Business Expo. (2005).

Committee Member, COB Leadership and Strategic Planning Committee. (2004 - 2005).

Attendee, Meeting, Small Group Discussion with President Eisler. (September 2005).

Attendee, Meeting, President's Task Force on Communication. (November 2004).

Judge, College Of Technology pumpkin contest. (October 2004).

Professional Service

Reviewer, Book, ASQ Quality Press, Milwaukee, Wisconsin. (January 31, 2017 - February 14, 2017).

Examiner, Michigan Performance Excellence Program, Southeast Michigan. (August 3, 2015 - November 6, 2015).

Reviewer, Book, ASQ Quality Press. (April 2015 - May 2015).

Reviewer, Book, ASQ Quality Press. (February 2013 - March 2013).

Reviewer, Book, ASQ Quality Press, Milwaukee, WI. (January 13, 2012 - February 17, 2012).

Examiner, Michigan Quality Council, Southeast Michigan. (2011).

Reviewer (QMS Item Review Committee), RABQSA. (January 2011 - April 2011).

Reviewer, Book, ASQ Quality Press, Milwaukee, WI. (April 2010).

Examiner, Michigan Quality Council, Ann Arbor, MI. (2007 - 2009).

ASQ (CMQ/OE Question Bank), Milwaukee, Wisconsin. (2008).

Reviewer, Book, ASQ Quality Press, Milwaukee, WI. (2008).

Examiner, MBNQA Program - NIST, Gaithersburg, Maryland. (2008).

ASQ (CQE Question Bank), Milwaukee, Wisconsin. (2007).

Judge, ASQ, International Team Excellence Award, Deerfield, IL. (2007).

ASQ (Course Reviewer), Milwaukee, Wisconsin. (July 2007 - October 2007).

Reviewer, Book, ASQ Quality Press, Milwaukee, WI. (2006).

Officer, Vice President, Northern Michigan Section of ASQ, Cadillac/Traverse City, MI. (2005).

Examiner, MBNQA Program - NIST, Gaithersburg, Maryland. (2004 - 2005).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2003 - 2004).

Examiner, Michigan Quality Council. (2002 - 2003).

Public Service

Committee Member, Haring Charter Township Policy Committee. (2013 - November 2016).

Board Member, Haring Charter Township Board of Trustees. (2006 - November 2016).

Committee Member, Haring Charter Township Planning Commission. (2009 - August 2013).

Officer, Secretary, Haring Charter Township Planning Commission. (2005 - 2008).

Discussant, MSU Focus Group. (2007).

Committee Member, Haring Charter Township Planning Commission. (2004 - 2005).

Juror, Federal Grand Jury, Western District of Michigan. (2002 - 2003).

First Aid Instructor, American Red Cross. (2001 - 2002).

Consulting

Leelanau Industries, Traverse City, MI. (2003 - Present).

Saber Tool, Cadillac, MI. (2002 - 2017).

Steve B. Lyman
Ferris State University
COB - Management
(231) 591-2469
Email: StevenLyman@ferris.edu

Education

PhD, Michigan State University, 1993.
    Major: Production & Operations Management

MS, Michigan State University, 1985.
    Major: Packaging

BS, Michigan State University, 1979.
    Major: Engineering

Professional Positions

Academic - Post-Secondary

Full Professor, Ferris State University, Management Department. (May 2002 - Present).

Assistant Professor, Eastern Michigan University, Interdisciplinary Technology Department: Industrial Distribution Program. (August 2000 - April 2002).

Assistant Professor, Middle Tennessee State University, Marketing Department, MBA program. (January 1993 - August 1994).

Graduate Assistant & Instructor, Michigan State University. (May 1988 - December 1992).

Professional

Purchasing & Materials Manager, TRW Commercial Steering Division. (January 1998 - August 2002).

Buyer and Supplier Development Engineer, TRW Commercial Steering Division. (August 1994 - January 1998).

Material Handling Engineer, General Motors Corporation. (March 1982 - July 1988).

Assistant Plant Manager & Materials Controller, Chivas Products Limited. (March 1979 - March 1982).

Licensures and Certifications

Certified Purchasing Manager, NAPM/ISM. (1999 - Present).

Certified Production and Inventory Manager, APICS. (1998 - Present).

Certified Quality Auditor, ASQ. (1996 - Present).

Lead Auditor, ISO 9000. (1996 - Present).

Professional Memberships

American Society of Quality.

Michigan Ski Industry Association. (June 2009 - Present).

Institute Of Supply Management. (August 2003 - Present).

National Association of Purchasing Management. (January 1995 - Present).

Track Chair, Society for Case Research. (July 2001 - December 2015).

Midwest Ski Area Association. (May 2009 - March 2015).

Northern Michigan Director, American Production and Inventory Control Society. (January 1997 - July 2014).

Decision Sciences Institute. (May 1991 - April 2005).

Development Activities Attended

Conference Attendance, "Lilly Educators Conference," Traverse City, Michigan, United States. (October 19, 2018 - October 21, 2018).

Workshop, "Crystal Mountain Lift Operator Training," Crystal Mountain, Thomsonville, MI, US. (November 3, 2017).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (October 16, 2014 - October 19, 2014).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (October 17, 2013 - October 19, 2013).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (September 20, 2012 - September 23, 2013).

Workshop, "Ferrisconnect Learn 9.1," FSU FCLT, Big Rapids, MI. (October 21, 2011).

Workshop, "Presentation Zen," FSU FCLT, Big Rapids, MI. (September 15, 2011 - October 13, 2011).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 22, 2011 - September 25, 2011).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort, WI. (August 7, 2011 - August 10, 2011).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 17, 2010 - September 19, 2010).

Workshop, "MSIA (Michigan Ski Industry Association)," Shanty Creek Resort, Mancelona, MI. (August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Shanty Creek Resort, 1826 Schuss Mountain Dr, Mancelona, Mi. (August 8, 2010 - August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort, WI. (August 2, 2009 - August 5, 2009).

Workshop, "MSIA (Michigan Ski Industry Association)," Apple Mountain Resort, Midland, MI. (June 16, 2009).

Seminar, "Six Sigma," Steelcase, Grand Rapids, MI, US. (September 2008 - November 2008).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 17, 2008 - September 20, 2008).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 26, 2008).

Workshop, "Ferrisconnect block 10," FSU FCLT, Big Rapids, MI. (November 26, 2007 - December 16, 2007).

Workshop, "Innovative used of Technology in the Classroom," FSU FCTL, Big Rapids, MI. (September 19, 2007 - November 20, 2007).

Seminar, "Bargaining with Vendors and Suppliers," Grand Rapids, MI, US. (November 13, 2007).

Workshop, "Ferrisconnect Training (Bus 499)," FSU FCTL, Big Rapids, MI. (October 16, 2007 - November 12, 2007).

Conference Attendance, "Lilly North," CMU & FSU, Traverse City, MI. (October 1, 2007 - October 4, 2007).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 21, 2007).

Seminar, "WebCT Vista," FSU, Big Rapids, MI, US. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU, Big Rapids, MI, US. (2006).

Seminar, "The Key to Successful Online Instruction Universal Design," FSU FCLT, Big rapids, MI. (December 6, 2006).

Workshop, "Delivering Video and Audio with Flash," FSU FCTL, Big Rapids, MI. (December 6, 2006).

Workshop, "Podcasting with Windows Movie maker," FSU FCTL, Bog Rapids. (November 11, 2006).

Workshop, "Self Serve Banner Training," FSU COB, Big Rapids, MI. (November 1, 2006).

Workshop, "Respondus 3.5," FSU FLCT, Big Rapids, MI. (September 27, 2006).

Conference Attendance, "2006 National WebCT Conference," Chicago, IL, US. (July 15, 2006 - July 18, 2006).

Seminar, "WebCT Vista Migration Training," FSU, Big Rapids, MI. (June 21, 2006 - June 26, 2006).

Conference Attendance, "3rd Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 22, 2006).

Seminar, "Academic Advising Training," FSU, Big Rapids, MI, US. (2005).

Seminar, "Governmental and Educational Institution Application of Reverse Auctions," FSU Purchasing Group - Online Webcast, Big Rapids, MI, US. (2005).

Seminar, "Inventory Methods and Cycle Counting," Grand Rapids, MI, US. (September 13, 2005).

Workshop, "WebctDesigning Courses for Mixed Delivery," FSU, Big Rapids, Mi. (August 2, 2005).

Seminar, "WebCT Design & Development for Online Teaching," FSU, Big Rapids, MI, US. (June 19, 2005 - June 23, 2005).

Conference Attendance, "2nd Annual Midwest Supply Chain Management Conference," Steelcase, Grand Rapids, MI, US. (March 23, 2005).

Seminar, "Six Sigma," Ice Mountain Plant, Big Rapids, MI, US. (December 2004).

Conference Attendance, "APICS Chapter - Professional Development Meetings," APICS, Grand Rapids, MI, US. (2003 - 2004).

Workshop, "Value Stream Mapping Training," Detroit, MI, US. (September 28, 2004 - September 29, 2004).

Conference Attendance, "Lilly North," Traverse City, MI. (September 22, 2004 - September 24, 2004).

Conference Attendance, "1st Annual Midwest Supply Chain Management Conference," Steelcase, Grand Rapids, MI, US. (April 28, 2004).

Workshop, "Student Advising-Tools and Approaches," Ferris State University. (March 20, 2003).

Workshop, "New Faculty Training seminars," CTLFD, Big Rapids, MI, US. (2002).

Seminar, "WebCT Training," FSU, Big Rapids, MI, US. (July 2002 - August 2002).

Awards and Honors

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2007).

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2003).

TEACHING
Teaching Experience

Ferris State University
BUSN 499, Integrating Experience, 3 courses.
HOMT 302, Ski Operations Management, 3 courses.
MGMT 301, Applied Management, 5 courses.
MGMT 302, Organizational Management, 4 courses.
MGMT 370, Quality-Operations Mgmt, 112 courses.
MGMT 371, Production & Operations Management, 5 courses.
MGMT 420, Small Business Consulting, 3 courses.
MGMT 430, Inventory & Materials Management, 1 course.
MGMT 488, Adv Management Cases-Problems, 22 courses.
MKTG 466, Purchasing, 8 courses.
MKTG 472, Supply Chain Management, 4 courses.

Directed Student Learning

Dissertation Committee Member, "In process." (December 2017 - Present).
  Advised: Bill Smith

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

Journal Articles

Lyman, S. B. (2003). Supplier Classification Systems. *Inside Supply Management, 14*(7), 10-11.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). Making SMI a Cost-Effective Initiative. *Inside Supply Management*.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). SMI for the Little Guy. *Inside Supply Management*.

Lyman, S. B., Dajalos, R. (2001). The Stockout Monster. *Performance Improvement Quarterly, 11*(6), 25.

Lyman, S. B. (2000). The Impact of Stochastic Tool Life on Shop Performance: A Simulation Study. *Simulation, 74*(4), 207-218.

Other

Eshbach, L., Marion, D., Lyman, S. B. (2013). *Operations and Supply Management Major Modifications. The Operations and Supply Management (OSM) program was reviewed during the 2012-13 APR cycle. Several suggestions from our advisory board and the APR committee were provided during the process. It was recommended that we review our program against the benchmark programs in the state, redesign where appropriate and look at ways to successfully promote our program. The revisions included a lean systems focused curriculum. The MGMT 432 (Lean Logistics and Supplier Development) new course was included in the proposal. The course will be offered during Spring 2014 semester.*.

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Lyman, S. B. (2002). *How the Distributor Fits Into Lean* (9th ed., vol. 12, pp. 20-22). Chicago, IL: APICS – The Performance Advantage.

Lyman, S. B. (2001). *Nothing Runs Like A Deere* (pp. 73-92). Tempe, AZ: National Assoc Of Purchasing Managers.

Refereed Journal Articles

Lyman, S. B. (2002). How the Distributor Fits into Lean. *Performance Improvement Quarterly, 12*(8), 20.

Lyman, S. B. (2002). Supply Chain Management : A Strategic Perspective. *International Journal of Operations & Production Management, 24*(5), 115-131.

Lyman, S. B., Dajalos, R. (2001). Slaying the Stockout Monster. *Performance Improvement Quarterly, 11*(7), 12.

Lyman, S. B. (1994). The Impact of Transfer Batching on Family Based Scheduling in a Job Shop Manufacturing Cell. *International Journal of Production Research, 32*(12), 2777-2794.

Presentations Given

Lyman, S. B. (Author & Presenter), BHAA, Business and Health Administration Association, "Restoring Consumer Confidence in the Global Supply Chain," MBAA, Chicago, IL. (March 2008).

Rewers, C. L. (Author & Presenter), Lyman, S. B. (Author & Presenter), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).

Lyman, S. B. (Author & Presenter), Rewers, C. L. (Author & Presenter), BHAA, Business and Health Adminstration Association, "Moral and Ethical Considerations Assocated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).

Tymes, Jr., N., Hettiarachchy, J., Bolling, C. J., Cooper, M. C., Lyman, S. B., Lilly Conference North, "Capstone Model: Learning Community for Continuous Improvement," Traverse City, MI. (September 2004).

Lyman, S. B., Taylor, D. (Author), Jackson, D. (Author), Society of Case Research Annual Workshop, "VMI ar Airmaster," SCR, Rockhurst University, Kansas, MO. (July 2004).

Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 32th Annual Decision Sciences Institute Meeting, "Moving Beyond Flow Charting to Value Stream Mapping," Decision Sciences Institute, San Francisco, CA. (November 2002).

Lyman, S. B., NAPM/APICS Saginaw Chapters meeting, "The Theory and Reality of Supplier Development," NAPM?APICS, Saginaw, MI. (November 2002).

Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 31th Annual Western Decision Sciences Institute Meeting, "Learning to Use Simulation in a Manufacturing Plant: A Case Study," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).

Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 31th Western Annual Decision Sciences Institute Meeting, "Value Stream Mapping: A Technique for Process Mapping," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).

Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), Yee, S., 26th Annual Midwest Decision Sciences Institute Meeting, "Using Simulation to Model Library Operaions: A Case Study," Midwest Decision Sciences Institute, Dearborn, MI. (April 2001).

Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 25th Annual Midwest Decision Sciences Institute Meeting, "Changing a Company's Environmental Conditions to Support Lean Manufacturing: A Case Study," Midwest Decision Sciences Institute, Chicago, IL. (April 2000).

Lyman, S. B. (Author & Presenter), Council of Logistics Management, "Plastic Returnable/Reusable Containers in the Automotive Industry: A Case Study," Big Rapids, MI. (October 1998).

Lyman, S. B. (Author & Presenter), Tan, K. (Author & Presenter), 39th Mountain Plains Management Conference, "The Analysis of Stochastic Tool Life Distributions on Dispatching Procedures," Grand Junction, CO. (1997).

Lyman, S. B. (Author & Presenter), Kannan, V. (Author & Presenter), Decision Sciences Institute, "A Comparison of Scheduling Heuristics in a Dual Resource Constraint Job Shop with Stochastic Tool Life," Wilmington, North Carolina. (February 1995).

Lyman, S. B. (Author & Presenter), Decision Sciences Institute, "An Analysis of a Dual Resource Constraint Job Shop with a Stochastic Tool Life Constraint," Honolulu, Hawaii. (November 1994).

Lyman, S. B. (Author & Presenter), Melnyk, S. (Author & Presenter), American Production and Inventory Control Society, "Tool Management and Control: Developing an Integrated Top Down Control Process," American Production and Inventory Control Society, San Antonio, TX. (October 1993).

Lyman, S. B. (Author & Presenter), Melnyk, S. (Author & Presenter), Decision Sciences Institute, "An Analysis of Finite Tool Life and Scheduling Heuristics in a Dual Resource Constraint Job Shop," Decision Sciences Institute, Lansing, MI. (April 1993).

Lyman, S. B. (Author & Presenter), Decision Sciences Institute, "A Comparison of Family and Job Based Priority Schemes in Group Scheduling," Decision Sciences Institute, San Fransisco, CA. (November 1992).

Lyman, S. B. (Author & Presenter), Kannan, V. (Author & Presenter), Decision Sciences Institute, "An Analysis of the Effects of Lot Splitting in Group Scheduling," Decision Sciences Institute, Kansas City, MO. (November 1992).

Lyman, S. B. (Author & Presenter), Melnyk, S., Decision Sciences Institute, "Analysis of Varying Labor Efficiency and Capability in a Dual-Constrained Job Shop: A Simulation Experiment," Decision Sciences Institute, Indianapolis, IN. (May 1991).

Lyman, S. B., Council of Logistic Management Conference, "Plastic Returnable/Reuseable Containers in the Automotive Industry: A Case Study," Council of Logistic Management, Boston, MA. (October 1988).

Awards and Honors

Best Conference paper, MBAA (Midwest Business Association). (March 24, 2008).

Won best overall theme paper at BHAA Conference, MBAA (Midwest Business Association). (March 2006).

SERVICE
University Service

Committee Member, COB Core Committee. (September 2017 - Present).

Student Recruiter, College of Business-Management Department. (November 2010 - Present).

Student Recruiter, College of Business-Management Department. (February 2010 - Present).

Committee Member, Management Department Tenure Review Sub-Committee. (2015 - 2018).

Committee Member, Business Administration Academic Program Review. (September 2017 - November 2018).

Committee Member, Sabbbatical Leave. (September 2015 - November 2015).

Committee Member, Sabbatical Review. (September 2012 - May 2015).

Committee Member, Sabbbatical Leave. (September 2014 - November 2014).

Task Force Member, Operations & Supply Managment Academic Program Review. (October 2012 - November 2013).

Committee Member, Promotion and Merit Applications. (January 2013 - February 2013).

Committee Member, Academic Program Review - Operations and Supply Management Program. (2011 - 2012).

Committee Member, CPC Comment Professional Compoenent. (September 2009 - May 2012).

Committee Member, Promotion and Merit Applications. (January 2012 - February 2012).

Committee Chair, Management Department Tenure Review Sub-Committee. (2007 - 2010).

Committee Member, Business Core APR. (September 2009 - November 2010).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2009).

Faculty Advisor, Operations and Supply Management Program. (2002 - 2009).

Faculty Search Committee. (January 2009 - April 2009).

Committee Member, College of Business College Curriculum Committee. (2007 - 2008).

Faculty Advisor, FSU APICS - Registered Student Organization. (2007 - 2008).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2008).

Committee Chair, Academic Program Review - Operations and Supply Management Program. (2006 - 2007).

Faculty Advisor, FSU APICS - Registered Student Organization. (2006 - 2007).

Committee Member, MBA Search Committee. (2006 - 2007).

Committee Member, Operations Management Search Committee. (2006 - 2007).

Committee Member, Strategic Management Search Committee. (2006 - 2007).

Committee Member, WebCT Committee. (2006 - 2007).

Committee Member, Judicial Services. (2003 - 2007).

Student Placement, College of Business-Management Department. (September 2003 - May 2007).

Attendee, Meeting, APICS Professional Development Meetings. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

Organizer/Chair, Operations Management Advisory Board Meeting. (2005 - 2006).

OSM Internships. (2005 - 2006).

Attendee, Meeting, Region 14 Meetings in Chicago. (2005 - 2006).

Chairperson, Search Committee - Off Campus Faculty. (2005 - 2006).

APICS Tours. (2003 - 2006).

Committee Member, Business Adminstration Academic Program Review. (August 2006 - November 2006).

Committee Chair, Operations & Supply Managment Academic Program Review. (September 2005 - November 2006).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2005).

Attendee, Meeting, APICS Professional Development Meetings. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Organizer/Chair, Operations Management Advisory Board Meeting. (2004 - 2005).

Attendee, Meeting, Region 14 Meetings in Chicago. (2004 - 2005).

Committee Member, College of Business Recruiting and Retention Team. (2003 - 2005).

Co-chair, Faculty Search Committee. (December 2004 - April 2005).

Attendee, Meeting, College of Business Dawg Days. (February 2005).

Chairperson, Judicial Services Review Board. (January 2005).

Team leader, Capstone Simulation. (2004).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2004).

Attendee, Meeting, APICS Professional Development Meetings. (2003 - 2004).

Student Placement. (2003).

Faculty Advisor, FSU APICS - Registered Student Organization. (2002 - 2003).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (September 10, 2003).

Attendee, Meeting, College of Business Dawg Days. (April 19, 2003).

Professional Service

Member, Midwest Ski Area Association, MI. (August 2009 - Present).

Member, Institute of Supply Management (ISM), Grand Rapids, MI. (September 2004 - Present).

Member, Society for Case Research. (September 2003 - Present).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2003 - 2010).

Reviewer, Conference Paper, Decision Sciences Institute. (2007).

Reviewer, Ad Hoc Reviewer, Society for Case Research. (2007).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2006 - May 2007).

Public Service

Member, Big Rapids PTO, Big Rapids, MI. (November 2016 - Present).

Track Organizer, Boyne Mountain Student Tour. (February 2010).

Training, Bohning Archery. (January 2007 - May 2007).

Auditing of quality systems, Wolverine World Wide, Big Rapids and Rockford, MI. (September 2006 - May 2007).

Training, Tubelinte, Inc. (2003).

Consulting

Academic, McGraw Hill. (November 2015 - July 2017).

For Profit Organization, Crystal Mountian, Thompsonville, MI. (January 2016 - February 2017).

For Profit Organization, Barton Melloy, Grand Rapids. (August 2015).

For Profit Organization, Caberfae Peaks Ski & Golf Resort. (August 2011 - December 2011).

For Profit Organization, Bohning Archery. (January 2007 - May 2007).

For Profit Organization, Wolverine World Wide, Rockford, mi. (September 2006 - May 2007).

For Profit Organization, Hayworth, Big Rapids. (September 2005 - May 2006).

For Profit Organization, Tubelite, Inc., Reed City, MI, US. (September 2003 - December 2003).

Awards and Honors

Service, Professional

Ten year Service Award, American Association of Operations Management (APICS). (December 2007).

Dr. Carol L. Rewers Dr.
Ferris State University
COB - Management
(231) 591-2447
Email: CarolRewers@ferris.edu

Education

PhD, Capella University - College of Business, 2007.
    Major: Organization and Management

MS, Michigan State University, 1992.
    Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.
    Major: Public Health Administration

BS, Ferris State University, 1986.

AAS, Ferris State University, 1985.
    Major: Nursing

Professional Positions

Academic - Post-Secondary

Associate Professor, Ferris State University. (August 2012 - August 2014).

Assistant Professor, Ferris State University. (August 25, 2008 - August 2012).

Assistant Professor, Davenport University. (August 2007 - August 2008).

Adjunct faculty and full-time temporary positions in the School of Allied Health and College of Business., Ferris State University. (August 2002 - May 2005).

Adjunct Faculty, Lansing Community College, Health Careers Department. (April 1989 - January 1991).

Professional

Assistant Vice President & Interim V.P., Patient Care Services Operations, Sparrow Health System. (March 1998 - August 2002).

Department Manager, Women's Pavilion, Sparrow Health System. (March 1995 - August 2002).

Clinical Director of Medical and Oncology Services/Patient Care Director, Middle Tennessee Medical Center. (March 1994 - March 1995).

Assistant Department Manager - Women's Pavilion, Sparrow Hospital. (September 1992 - February 1994).

Data Manager - Department of Medicine, Michigan State University. (September 1989 - June 1992).

Director of Professional Services, Upjohn Healthcare Services. (May 1988 - May 1989).

Staff Nurse - Medical Unit and Intensive Care Units, Ingham Medical Center. (June 1986 - 1988).

Other
Professor, Ferris State University. (August 2014 - Present).

Licensures and Certifications

CPR AED Certificate. (October 2015 - Present).

Professional Memberships

Society for Human Resource Management. (2009 - Present).

Academy of Management. (September 2008 - Present).

Institute for Supply Management. (September 2008 - Present).

Mecosta Osceloa Human Resource Management Association. (2010 - 2016).

Society of Case Research. (2010 - 2013).

American College of Healthcare Executives. (2004 - 2010).

American Society of Public Administrators. (2002 - 2004).

American Organization of Nurse Executives. (2001 - 2002).

Michigan Organization of Nurse Executives. (1999 - 2002).

Development Activities Attended

Continuing Education Program, "CPR & AED Re-Certification," American Red Cross, Big Rapids, MI. (April 3, 2018).

Continuing Education Program, "First Aid Re-Certification," American Red Cross, Big Rapids, MI. (April 3, 2018).

Conference Attendance, "MIOSHA Record Keeping and Costs of Injury," State of Michigan, Midland, Michigan, US. (March 13, 2018).

Conference Attendance, "Supervisor's Role in Safety and Health Training," State of Michigan: MIOSHA, Lansing, Michigan, US. (February 27, 2018).

Conference Attendance, "MIOSHA- General Industry Training," State of Michigan, Cadillac, MI, US. (January 30, 2018 - February 1, 2018).

Seminar, "MIOSHA - When MIOSHA Enforcement Visits," State of Michigan, Traverse City, MI, US. (January 2018).

Workshop, "Open Educational Resources (OERs)," FCTL, Big Rapids, Michigan, U.S. (September 26, 2017 - December 14, 2017).

Seminar, "Active Shooter Safety Training," MIOSHA/Kent Country Club, Grand Rapids, Michigan. (May 9, 2017).

Conference Attendance, "Lilly Conference," Traverse City, Michigan. (October 2015).

Workshop, "Learning Community: Banner HR," FSU. (September 30, 2014).

Workshop, "West Michigan Total Internship Management Workshop," Grand Rapids, MI. (May 22, 2014 - May 2014).

Conference Attendance, "HR Day Professional Networking Conference," Michigan Society For Human Resource Management. (June 2013).

Conference Attendance, "MBAA International Conference," Chicago, Il, USA. (March 2012 - 2012).

Conference Attendance, "MiBug- A Collaborative Group For Michigan Blackboard Users." (April 2012 - 2012).

Conference Attendance, "Spring Learning Institute." (April 2012 - 2012).

Seminar, "Blackboard 9.1 Phase I & II Training." (August 2012 - 2012).

Quality Matters Training Course. (September 2012 - November 2012).

Conference Attendance, "Professional Career & Leadership Conference." (September 28, 2011 - 2011).

Workshop, "McGraw Hill Connect/FSU Training," McGraw Hill. (December 8, 2011 - 2011).

"American Red Cross CPR & AED Re-Certification." (November 2011).

"Blackboard- Learn Training -6 Hr. Training." (November 2011).

"McGraw Hill Connect Training." (September 2011).

"Spring Learning Institute." (April 2011).

"Society of Case Research - Summer Case Writing Workshop," Hanover, Indiana. (July 2010).

"Scholarship of Teaching and Learning Academy & SOTL Initiative.," FCTL, Ann Arbor, Michigan. (May 2010).

"Dr. Rochona Majumdar, India as an Emerging World Power.," FSU - Globalization Committee. (April 15, 2010).

"Kun Shik Cho – Former President & CEO – Hyundai Globalization Presentation,," FSU - Globalization Committee. (April 14, 2010).

"Globalization & Manufacturing Presentation," FSU - Globalization Committee. (January 14, 2010).

"Participated in Jossey-Bass OTL Conference," FSU- FCTL. (October 7, 2009).

"Digital Measures Workshop." (September 29, 2009).

"Course-Mapping Workshop, COB." (August 2009).

"New Faculty Advising Workshop," FSU, Big Rapids, MI, USA. (July 22, 2009).

New Faculty Transition Programs, "Multiple Programs 2008-2009," FSU, Big Rapids, MI, USA. (August 2008 - April 2009).

"New Advisor Training," FSU, Big Rapids, MI, 49307. (April 28, 2009).

"Spring Learning Institute." (March 2009).

Grant and Research Education Series, 2008-2009, "Multiple Sessions -Grant and Research Education Series, 2008-2009," FSU, Big Rapids, MI, USA. (September 2008 - March 2009).

"FerrisConnect Online Training," FSU, Big Rapids, MI, USA. (2008).

"Six Sigma Training," Ice Mountain, Stanwood, MI, US. (2005).

Conference Attendance, "Legal Mandates - HIPPA." (2003).

"Grant Writing Seminar." (2003).

Awards and Honors

Sparrow Nurse Manager of the Year, Sparrow Hospital. (2002).

Leadership Recognition, Gallup Survey. (2001).

Associate of the Month. (June 1997).

Nurse of the Year Nomination, Ingham Medical Center. (1988).

TEACHING

Teaching Experience

Ferris State University
MGMT 370, Quality-Operations Mgmt, 12 courses.
MGMT 373, Human Resource Management, 15 courses.
MGMT 385, Recruitment and Selection, 8 courses.
MGMT 491, Management Internship, 4 courses.

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions
Conference Proceedings

Rewers, C. L. (2013). *GEO Group, Inc. North Lake County Correctional Facility*. Chicago: Society

of Case Research.

Rewers, C. L., Brotherton, T. (2012). *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times - a Management's perspective*. SCR Winter Conference proceedings.

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Refereed Journal Articles

Brotherton, T., Rewers, C. L. (2013). Strike or No Strike? Negotiating a University Labor Contract - During Tough Economic Times. *Journal of Critical Incidents, 6*.

Brotherton, T., Rewers, C. L. (2011). PlanetHospital.com - Medical Tourism Website at a Crossroad. *Annual Advances in Business Cases*.

Brotherton, T., Rewers, C. L. (2011). Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times. *SCR Winter Conference proceedings*.

Brotherton, T., Rewers, C. L. (2009). PlanetHospital.com - Medical Tourism Website at a Crossroad.

Presentations Given

Rewers, C. L. (Author & Presenter), Society for Case Research -Co-Author & Presentator, "Survey of SCR Membership Report & Future Data Collection," Chicago. (2012).

Rewers, C. L., Society for Case Research - Session Discussant, "The $600 Billion Bailout; HTC Buidling Competitive Advantage in the Mobile Handset Business." (2012).

Rewers, C. L., Society for Case Research - Session Chair, "Am I Truly Self-Employed? Barry Minkow Insider Trading Fraud. Drinks to Die For," Chicago. (March 2012).

Rewers, C. L., Society of Case Research - Annual Conference, "GEO Group," Chicago. (March 2012).

Rewers, C. L., Society for Case Research - Discussant, "HIPPA Exposure; What kind of discipline and follow up training is apprpriate for fire fighters; etc.," Chicago. (March 2012).

Rewers, C. L. (Presenter), Mecosta Osceola Human Resource Association, "Understanding Student Internships." (January 2012).

Rewers, C. L., MBAA, "Presentation - Reviewer," SCR, Chicago, IL. (March 24, 2011).

Rewers, C. L., Case Discussant- SCR, "Reviewer and Case Discussant," SCR, Hanover Indiana. (July 17, 2010).

Rewers, C. L., Society of Case Research - Summer Workshop, "PlanetHospital.com," SCR, Hanover Indiana. (July 16, 2010).

Rewers, C. L., MBAA - Presentor, "Using Cases as Online Teaching Tools: Do's and Don'ts from the Trenches," SCR, Chicago, Ill. (March 26, 2010).

Rewers, C. L., MBAA, "Society of Case Research Board Mtg. Developed and co-presented a 2012 Conference Proposal," SCR, Chicago, Ill. (March 24, 2010).

Rewers, C. L., COB Colloquium, "Promoting the Integration of Theory and Practice: Classroom Exercises that Cultivate Student Learning.," COB, COB. (November 5, 2009).

Rewers, C. L., Lilly North Conference, "Promoting creativity in the classroom - What does "Hot Wheels" have to do with business layout design strategies?," FCTL, Traverse City. (September 25, 2009).

Rewers, C. L., Lilly North Conference, "Utilizing government resources to enhance the learning outcomes for Human Resource students that support effective business practices," FCTL, Traverse City. (September 25, 2009).

Rewers, C. L. (Author & Presenter), Lyman, S. B. (Author & Presenter), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).

Lyman, S. B. (Author & Presenter), Rewers, C. L. (Author & Presenter), BHAA, Business and Health Adminstration Association, "Moral and Ethical Considerations Assocated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).

Rewers, C. L., Backpack to Briefcase Conference, "Motivational Speaker," FSU. (2002).

Contracts, Grants and Sponsored Research

Grant

Rewers, C. L., "MIOSHA Training," Sponsored by Faculty Development Grant, Ferris State University, $1,292.00. (January 10, 2018 - January 2019).

Rewers, C. L., "Faculty Center for Teaching and Learning," Sponsored by Ferris State University, Ferris State University, $800.00. (October 2015).

Rewers, C. L. (Principal), "Academic Service Learning Project," Sponsored by Experential Learning Grant, Ferris State University, $200.00. (September 2014 - May 2015).

Rewers, C. L. (Principal), Sponsored by Diversity mini grant, $4,500.00. (April 2012 - May 2013).

Rewers, C. L., "Timme Grant MBAA International Conference," Sponsored by Faculty Center for Teaching and Learning. (November 2011).

Other

Rewers, C. L., "Society of Case Research Summer Workshop," Sponsored by Timme Travel. (July 15, 2010).

Rewers, C. L., "Scholarship of Teaching and Learning Academy & SOTL Initiative," Sponsored by FCTL. (May 17, 2010).

Rewers, C. L., "9th Annual Lilly Conference," Sponsored by FCTL. (September 24, 2009).

Awards and Honors

Best Case Study for 2010-2011, Journal of Annual Advances in Business Cases. (June 2011).

Best Paper Award- 2008, Business and Health Administration Association (BHAA). (April 2008).

Research in Progress

"GEO Group, Inc. North Lake Correctional Facility's" (Writing Results).

"Strike or No Strike: Management Perspective".

"Strike or No Strike: Negotiating a Faculty Labor Contract from a Management Perspective During Tough Economic Times".
Management perspective case study research

SERVICE
University Service

Committee Member, Business Administration APR Program Review.

Committee Member, General Business -APR.

General Business Advisory Board Member.

Committee Member, Human Resource APR Program Review.

Committee Member, Operations Advisory Board Member.

Committee Member, Operations Management APR Program Review.

Transfer Course Equivalency Reviewer, College of Business-Management Department. (2012 - Present).

Student Academic Advising, College of Business-Management Department. (2009 - Present).

Chairperson, Sabbatical Committee - College of Business. (September 2017 - September 2018).

Committee Member, Sabbatical Committee - University Wide. (September 2017 - September 2018).

Committee Member, HR Advisory Board Member. (2017).

Committee Member, Tenure Committee - David Brown. (September 2015 - 2017).

Committee Member, Tenure Committee - Ted Mattis. (September 2014 - 2017).

Chairperson, Human Resource -APR. (February 2017 - November 2017).

Committee Member, Sabbatical Committee. (September 2016 - August 2017).

Requested by PGM Dept to Serve as MGMT Faculty Participant, PGM - Site Visit Accreditation. (2016).

Resume Critiquing, Career Services "Coffee & Resume Critiquing". (2014 - 2015).

Faculty Advisor, Mgmt Faculty Internship. (June 2013 - 2015).

Adjunct Faculty Reviewer, COB-Management Department. (2009 - 2015).

Student Org Advisor (Professional Org), SHRM Student RSO. (2009 - 2015).

Committee Member, Scholarship Committee. (September 2014 - May 2015).

Committee Member, Diversity Committee. (August 2014 - May 2015).

E-Board Member, Ferris Faculty Association. (September 2013 - May 2015).

Committee Member, College Curriculum Committee. (August 2012 - 2014).

Volunteer, College of Business. (2009 - 2014).

Faculty Advisor, TORCH Committee. (2011 - 2013).

Faculty Mentor, International Center: Changsha Social Work College - (May 2013).

COB Graduation Commencement Ceremonies. (2012).

Committee Member, Academic Program Review - Business Administration. (2011 - 2012).

Committee Member, Academic Program Review - Operations Management. (2011 - 2012).

Student Org Advisor (Non-Professional Org), TORCH Program. (2011 - 2012).

Committee Member, University Curriculum Committee. (August 2011 - May 2012).

Prospective Student Visit - Faculty Host. (April 2012).

COB Graduation Commencement Ceremonies. (December 2011).

Taskforce -GE Wellness Rubrics. (2011).

Academic Program Review – Human Resource Management. (2010 - 2011).

Committee Member, General Business Advisory Board Member. (2010 - 2011).

Committee Member, John P. Nelson Memorial Scholarship Committee. (2010 - 2011).

Committee Member, Senate Health and Promotions/Substance Abuse Prevention Committee. (2010 - 2011).

Student Org Advisor (Professional Org), SHRM. (2010 - 2011).

First Impressions Volunteer. (August 2011).

Committee Member, Academic Senate, FSU. (August 2009 - August 2011).

HR Advisory Board Member. (May 2011).

Committee Member, HR Advisory Board Member. (May 2011).

Academic Program Review – General Business Associate Degree. (2010).

Committee Member, Innovative Breakthroughs Entrepreneurial Annual Scholarship Committee. (2010).

Committee Member, Management Department Newsletter. (2010).

Committee Member, Management Department Scholarship Committee Member. (2010).

Committee Member, Academic Program Review - Finance. (2009 - 2010).

Committee Member, Academic Program Review – Finance. (2009 - 2010).

Chairperson, Academic Senate Bylaw and Charter Review Committee. (2009 - 2010).

Committee Member, Douglas O. Froelich Memorial Endowment Fund Scholarship Committee. (2009 - 2010).

Committee Member, Faculty Research Committee. (2009 - 2010).

Committee Member, Finance APR Program Review. (2009 - 2010).

Committee Member, FSU's Tot's Place Development Center. (2009 - 2010).

COB Graduation Commencement Ceremonies. (May 2010).

Attendee, Meeting, Ms. Nontombi Naomi Tutu, breakfast reception and "South Africa: Healing the Wounds of Racism" lecture. (March 2, 2010).

District II DECA Conference Judge. (2009).

First Impressions Volunteer. (2009).

Attendee, Meeting, MISHRM. 21st Annual State Conference. (October 2009).

Committee Member, Alumni Relations Board of Directors, FSU. (2001 - 2005).

Professional Service

Reviewer, Conference Paper, Academy of Management - Reviewer & Emergency Reviewer. (2009 - Present).

Board of Advisors, Career Services - Advisory Board, Big Rapids, Michigan. (2015 - 2018).

Conference-Related, MSU - SHRM Conference, East Lansing, Michigan. (February 23, 2018).

Reviewer, Conference Paper, Academy of Management - Reviewer. (January 2018 - February 22, 2018).

Conference-Related, MIOSHA -General Industry Training, Cadillac, MI. (January 30, 2018 - February 1, 2018).

Conference-Related, MIOSHA - When MIOSHA Enforcement Visits, Traverse City, MI. (January 10, 2018).

Critical Incident Review -SCR. (March 25, 2010 - 2013).

Society of Case Research Summer Workshop Reviewer/Case Discussant. (July 17, 2010 - 2010).

Academy of Management - Reviewer and Emergency Reviewer. (2009 - 2010).

Timme/Faculty Center for Teaching and Learning Grant for 9th Annual Lilly Conference on College and University Teaching, Traverse City, Michigan. (September 24, 2009 - 2009).

Academy of Management - Reviewer and Emergency Reviewer. (2008 - 2009).

Guest Speaker, Labor Relations/Negotiations for College of Allied Health, Big Rapids, Mi. (April 2004).

Committee Member, Centerpoint Conference Planning Committee. (1997 - 2001).

Committee Member, Current and Future Concepts in Women's Health Planning Committee. (2000).

Committee Member, Oncology Conference Planning Committee. (1994).

Public Service

Helped HR with the onboarding of new summer staff., Interlochen Center for the Arts, Traverse City, Michigan. (June 12, 2017).

Student Chaperone, Big Rapids Public Schools - Soaring Eagle, Mt Pleasant, Michigan. (June 2, 2017).

Fundraising Event Volunteer - BRMS, Big Rapids Public Schools, Big Rapids, Michigan. (May 30, 2017).

Volunteer, Riverview Elementary. (September 2014 - June 2015).

BRMS State Band Performance -Volunteer Participant. (2012).

Mecosta Osceola Intermediate School District - Mock Interviews Evaluator. (February 14, 2012 - 2012).

Riverview Elementary, Volunteer. (2012).

Organized FSU's SHRM RSO to participate in local school district mock interview, MOISD - Mock

Interview - Evaluator. (2011).

Committee Member, Children's Miracle Network Planning Committee. (1999 - 2000).

Co-Chair, United Way, Planning Committee. (1998 - 2000).

Committee Member, United Way, Planning Committee. (1998 - 2000).

Consulting

Academic, Ferris Community Business Alliance, Big Rapids, MI. (October 2011 - Present).

Academic, MOHRA Meetings & Presentation, Big Rapids, MI. (September 2010 - Present).

STEVEN J. SCHUILING

14990 Lake Point Drive, Lake Odessa, MI 48849

231-591-2437, steveschuiling@ferris.edu

EDUCATION

Master of Business Administration, Central Michigan University, 1992.

  Concentration: Business Forecasting

Bachelor of Science, Computer Information Systems, Ferris State University, 1985.

Associate of Science, Computer Programming, Davenport University, 1983.

Doctor of Business Administration, Capella University, Candidate (grad. 2020)

  Concentration: Information Technology Management

PROFESSIONAL CERTIFICATIONS

Project Management Professional (PMP), Project Management Institute, 2008-present

Certified Scrum Master (CSM), Scrum Alliance, 2015-present

Change management certification, Prosci, 2007

Competent Toastmaster (CTM), Toastmasters International, 1994

TEACHING EXPERIENCE

Assistant Professor, Department of Accountancy, Finance, and Information Systems, Information Security and Intelligence, Ferris State University, 2012-present

  ISIN 300: Link and Visual Analysis

  ISIN 302: Business Intelligence in Health Care

PROJ 640:   Project Management

PROJ 642:   Project Leadership

PROJ 644:   Project Risk and Quality Management

PROJ 648:   Project in Program and Project Management

PROJ 320:   Project Management Fundamentals

MISI 668:   Project in Incident Responses

MISI 748:   Project in Business Intelligence

MISI 799:   Integrated Capstone Project - subject matter expert

Adjunct Professor, College of Business, Davenport University, 1992-1993

ECON 200: Microeconomics

ECON 201: Macroeconomics

PROFESSIONAL MEMBERSHIPS

Lion's International, 2018 - present

Project Management Institute, Western Michigan, 2008 - present

International Institute of Business Analysis, West Michigan, charter member, 2016

Rotary International, Professional Group Study Exchange, Sao Paulo, Brazil, 1993

PUBLICATIONS

Wilson, J. H., & Schuiling, S. J. (1992). Forecasting hospital laboratory procedures. *Journal of Medical Systems, 16*(6), 269-279. doi:10.1007/bf00996361

PROFESSIONAL EXPERIENCE

Amway Corp., Ada, MI   1995 – present

Portfolio Manager

- Managed a project portfolio of $150 million in business value, including strategic supply chain, financial, and human resource systems. Evaluated business cases, performed portfolio planning and analysis, and created portfolio metrics and reports.

- Created and communicated a governance process for reviewing and prioritizing projects and assigning resources, which improved execution time by 30% and reduced product backlog by 50%.

Project Manager/Scrum Master

- Executed projects on-time and on budget through traditional and agile project management methodologies including Scrum. Responsible for scope, schedule, resources, risk management, quality management, and stakeholder communication.
- Implemented infrastructure and application environment for Hyperion Financial Management System.
- Managed IT implementation of Employee Central, Amway's first Cloud application containing confidential employee information.
- Implemented duty management system in Venlo, Netherlands.
- Provided project and team leadership for the implementation of RedPrairie Warehouse Management System in Busan, Korea.

Software Developer/Systems Analyst
Designed, developed, tested, and implemented financial and accounting systems written in COBOL, CICS, and SQL. Created and optimized databases using IBM's DB2 relational database.

MidMichigan Medical Center, Midland, MI   1989 – 1995
Supervisor, Decision Support & Corporate Planning
Supervised a team of seven programmers who wrote and maintained hospital medical record, patient accounting, and financial systems. Conducted employee performance reviews.

Dow Corning Corporation, Midland, MI   1985 – 1989

Database Administrator

Designed, implemented, and supported financial, marketing, and personnel systems using relational databases. Ensured database security and integrity. Improved database performance by 35%.

TECHNICAL SKILLS

- Microsoft Project, Excel, Word, PowerPoint, and Visio
- Clarity, Jira, and Confluence global project management software, Tableau
- Microsoft SharePoint Designer
- Blackboard and Adobe Connect learning and collaboration tools

PRESENTATIONS

"Demand and Portfolio Management," Amway Corp., 2016

"Empathic Listening for Project Managers," Amway Corp., 2015

"Improving the Project Management Process," Amway Corp., 2014

ADDITIONAL TRAINING

North American International Cyber Summit, 2017

Lean and Agile in Project Management, Amway Corp, 2016

Certified ScrumMaster Workshop, ASPE Training, 2016

Gartner Symposium IT/Expo, FL, 2015

George Washington University, Project Leadership and Communications, 2009

Professional Development Day, PMI Western Michigan, 2009

Dr. Kasey Short
Ferris State University
COB - Management
(231) 591-2766
Email: KaseyShort@ferris.edu

Education

PhD, Benedictine University, 2016.
    Major: Leadership

MBA, Benedictine University, 2009.
    Major: Business Administration

BA, Martin University, 2005.
    Major: Liberal Arts

Professional Positions
Academic - Post-Secondary

Adjunct Faculty, Benedictine University. (June 2016 - September 2017).

Reviewer, Member, Academy of Management. (April 2014 - May 2014).

Professional

Director of Global Menu Strategy, McDonald's Corporation. (2015 - 2017).

Director of US Menu Innovation, McDonald's Corporation. (2009 - 2014).

Field Marketing Manager, McDonald's Corporation. (2007 - 2009).

US Marketing Manager, McDonald's Corporation. (2005 - 2007).

McDonald's Ventures Marketing Manager, McDonald's Corporation. (2005).

Account Supervisor, ARC Worldwide. (1996 - 2005).

Marketing and Communic. Supervisor, WLTh Radio Station. (1992 - 1994).

Development Activities Attended

Workshop, "Participant - Active Learning: Small Changes, Big Impact," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (November 30, 2017).

Workshop, "Participant - Reflection and Application," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (November 2, 2017).

Workshop, "Participant - Game-Based Learning," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (October 12, 2017).

Workshop, "Participant - Community Engaged Learning," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (September 28, 2017).

Workshop, "Participant - Lerner-Centered Teaching," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (September 14, 2017).

Workshop, "Participant - Grand Rapids New Faculty Training Program," Ferris State University - Grand Rapids, Grand Rapids, MI, United States. (August 21, 2017).

New Faculty Orientation, "Participant - Ferris State New Faculty Orientation," Ferris State University, Big Rapids, MI, United States. (August 14, 2017 - August 18, 2017).

TEACHING

Teaching Experience

Ferris State University
BUSN 499, Integrating Experience, 2 courses.
MGMT 301, Applied Management, 4 courses.
MGMT 447, Business Ethics-Social Resp, 5 courses.
MGMT 488, Adv Management Cases-Problems, 1 course.

SCHOLARSHIP AND RESEARCH

Presentations Given

Eshbach, L., Short, K., FSU Leadership Week, "Top 10 Leadership Skills," Center for Leadership and Academic Services, Big Rapids, MI. (November 15, 2017).

Short, K., Commit! Forum, "Architects of Culture: How Leaders Can Build Cultures that Bust through Boundaries & Drive Results.," Commit! Forum, New York, NY. (October 2015).

Short, K., Booth, P. (Presenter), 3rd Annual Black Doctoral Network Conference, "Paying It Forward: Transforming Research into Practice. The Corporation As Societal," Black Doctoral Network, Atlanta, GA. (September 2015).

Short, K., Emerging Paradigms in Research, "Clover Leadership: An examination of the multi-dimensional model that promotes effective leadership," Middlesex University, Dubai, United Arab Emirates. (November 21, 2013).

Awards and Honors

Induction into International Honors Society, Sigma Beta Delta. (May 2017).

Global Student Selection into PH.D. Consortium, Academy of Management. (August 2014).

SERVICE

University Service

Program Organizer. (2017 - 2018).

Guest Speaker, Center for Leadership, Activities, and Career Services. (November 14, 2017).

Volunteer, College of Business. (October 5, 2017).

Faculty Volunteer, Student Life. (August 27, 2017).

Professional Service

Member, Academy of Management. (January 2014 - Present).

Member, Chicago, American Marketing Association, Chicago, IL. (2012 - Present).

Dr. Leslie Sukup
Ferris State University
COB - Management
(231) 591-2044
Email: LeslieSukup@ferris.edu

Education

DBA, Saint Leo University, 2017.
    Major: Management

MBA, Saint Leo University, 2011.
    Major: Business Administration

BS, Saint Leo University, 2008.
    Major: Computer Information Systems

Professional Positions
Academic - Post-Secondary

Adjunct Professor, Lenoir-Rhyne University. (August 2016 - August 2017).

Teaching Assistant, Saint Leo University. (August 2015 - October 2015).

Military

Superintendent, Air Force Agency for Modeling and Simulation, United States Air Force. (October 2015 - August 2017).

Master Resilience Trainer, United States Air Force. (January 2014 - August 2017).

Instructor, United States Air Force. (January 1997 - August 2017).

Superintendent, Wing Executive Staff, United States Air Force. (August 2012 - October 2015).

Superintendent, Director's Action Group, United States Air Force. (September 2008 - August 2012).

Instructor - Action Officer Courses, United States Air Force. (May 2011 - July 2012).

Instructor - Air Force One Advance Agent Training,, United States Air Force. (May 2005 - November 2008).

Superintendent, Presidential Flight Support, United States Air Force. (May 2005 - October 2008).

Noncommissioned Officer in Charge, Wing Information Support, United States Air Force. (May 2003 - May 2005).

Noncommissioned Officer in Charge, Executive Support, United States Air Force. (February 2002 - May 2003).

Noncommissioned Officer in Charge, Information Management, United States Air Force. (September 2000 - February 2002).

Information Manager, Advanced Command, Control, Communication and Intelligence Systems Product Group, United States Air Force. (January 1997 - September 2000).

Operations, Information Management Specialist, United States Air Force. (October 1993 - January 1997).

Licensures and Certifications

Professional Manager Certification, Community College of the Air Force. (2012 - Present).

Certified Knowlege Manager (CKM), KMPro Virginia Beach, VA. (2011 - Present).

CompTIA A+ce, CompTIA. (2015 - July 9, 2021).

CompTIA Sec+ ce, CompTIA. (2015 - July 9, 2021).

Professional Memberships

Production and Operations Management Society. (September 2017 - Present).

Online Learning Consortium. (February 2016 - Present).

American Veterans. (January 2014 - Present).

Air Force Sergeants Association. (March 1998 - Present).

National Association of Female Executives. (January 2015 - June 2015).

Secretary, Fraternal Order of Police Auxiliary. (June 2011 - December 2014).

Airlift/Tanker Association. (August 2012 - December 2013).

Military Intelligence Association. (January 2000 - December 2000).

Development Activities Attended

Faculty Fellowship, "Junior Faculty Fellows Program for 2018-2019," FCTL, Big Rapids, MI, USA.

(August 27, 2018 - August 16, 2019).

Online Seminar, "An Integrated Approach to Student Exams," Magna Online Courses. (July 13, 2018).

Online Seminar, "How Can I Assess Critical Thinking with Objective Items," Magna Online Courses. (July 13, 2018).

Online Seminar, "How Can I Assess Critical Thinking with Student-Created Work?," Magna Online Courses. (July 13, 2018).

Online Seminar, "Building a Tougher Student: Applying the Research on Intellectual Development," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Can Grading Policy Options Influence Student Learning?," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Can I Encourage Students to Stay Connected with Course Content After Class?," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Do I Design Effective Combinations of Gamified Elements to Encourage Deeper Learning?," Magna Online Courses. (July 12, 2018).

Online Seminar, "What Activities and Assignments Promote Critical Thinking," Magna Online Courses. (July 12, 2018).

Online Seminar, "What is the Best Way to Grade Participation?," Magna Online Courses. (July 12, 2018).

Online Seminar, "What Key Concepts Improve Student Learning and Memory?," Magna Online Courses. (July 12, 2018).

Online Seminar, "Aligning Student and Faculty Perceptions of Rigor," Magna Online Courses. (July 9, 2018).

Online Seminar, "Creating Critical Thinkers in the Information Age," Magna Online Courses. (July 9, 2018).

Online Seminar, "Wake Them Up! Engaging Students in the 21st Century Classroom," Magna Online Courses. (July 9, 2018).

Online Seminar, "What Brain-Based Techniques Can I Use to Engage Students During Class?," Magna Online Courses. (July 9, 2018).

Online Seminar, "How Can I Communicate to Engage Students and Encourage Learning?," Magna Online Courses. (July 2, 2018).

Online Seminar, "How Can I Effectively Use Class Preparation Assignments?," Magna Online Courses. (July 2, 2018).

Online Seminar, "Improve Participation in College Classrooms: How to Create a Discussion Strategy that Will Increase Student Learning and Engagement," Magna Online Courses. (July 2, 2018).

Online Seminar, "Strategies for Making Lectures More Active, Engaging, and Meaningful," Magna Online Courses. (July 2, 2018).

Online Seminar, "How Can I Inspire Creative Confidence in the Classroom?," Magna Online Courses. (June 26, 2018).

Online Seminar, "How Do I Create a Climate for Learning in My Classroom," Magna Online Courses. (June 26, 2018).

Online Seminar, "Four Common Teaching Traps and How to Avoid Them," Magna Online Courses. (June 25, 2018).

Online Seminar, "How Can I Effectively Teach Unprepared Students," Magna Online Courses. (June 25, 2018).

Online Seminar, "How to Create a Transformative Learning Experience for Students by Managing Hot Moments and Difficult Discussions in the Classroom," Magna Online Courses. (June 25, 2018).

Online Seminar, "Simple Strategies to Create an Inclusive Classroom for Gender Variant Students," Magna Online Courses. (June 25, 2018).

Online Seminar, "How Can I Bring Pop to My Classroom with Pop Culture?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Can the Three C's of Course Design Enhance Students' Online Performance?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Do I Design Critical Thinking into My Courses?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Do I Align Learning Objectives with Technology Using Backward Design?," Magna Online Courses. (June 20, 2018).

Online Seminar, "Learning Assessment Technique: How to Integrate New Activities that Gauge What and How Well Students Learn," Magna Online Courses. (June 20, 2018).

Online Seminar, "The Technology-Free Approach to Flipping the Classroom," Magna Online Courses. (June 20, 2018).

Webinar, "A Conversation with Susan Cain: Bringing out the Best in Quiet Students," Top Hat. (June 1, 2018).

Workshop, "The Scholarship of Teaching and Learning," FCTL, Big Rapids, MI, USA. (April 19, 2018).

Workshop, "The Teacher-Scholar Model: Funding for Research and Creative Works," FCTL, Big Rapids, MI, USA. (April 5, 2018).

Webinar, "Career Ready Learners: Preparing Students for a World Beyond Graduation," McGraw-Hill. (March 23, 2018).

Workshop, "Microaggressions in the College Classroom," FCTL, Big Rapids, MI, USA. (March 15, 2018).

Workshop, "Motivating Students," FCTL, Big Rapids, MI, USA. (February 15, 2018).

Workshop, "Retention and Student Success," FCTL, Big Rapids, MI, USA. (February 1, 2018).

Workshop, "Make It Stick: The Science of Successful Learning," FCTL, Big Rapids, MI, USA. (January 18, 2018).

Workshop, "Creating your Assessment Story," FCTL, Big Rapids, MI, USA. (December 7, 2017).

Workshop, "Active Learning: Small Changes, Big Impact," Big Rapids, MI, USA. (November 30, 2017).

Workshop, "Abraham Maslow in the 21st Century: The Changing Nature of Students' Needs," FCTL, Big Rapids, MI, USA. (November 16, 2017).

Workshop, "Reflection and Application," FCTL, Big Rapids, MI, USA. (November 2, 2017).

Workshop, "Game-Based Learning," FCTL, Big Rapids, MI, USA. (October 12, 2017).

Webinar, "Hear from a peer: Connect to improved student outcomes in Operations Management," McGraw Hill. (October 9, 2017).

Workshop, "Community-Engaged Learning," FCTL, Big Rapids, MI, USA. (September 28, 2017).

Workshop, "Concur Training," Staff Center for Training & Development, Big Rapids, MI, USA. (September 28, 2017).

Workshop, "Learner-Centered Teaching," FCTL, Big Rapids, MI, USA. (September 14, 2017).

Workshop, "New Faculty Orientation Week," FCTL, Big Rapids, MI, USA. (August 14, 2017 - August 18, 2017).

Awards and Honors

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Air Force Innovation Team Award, Air Force. (December 2014).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Froce. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Air Force Achievement Medal, Air Force. (December 2007).

Air Force Commendation Medal, Air Force. (May 2005).

Initial Response Inspection Superior Performer, Air Force. (March 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Air Force Commendation Medal, Air Force. (May 2003).

Air Force Achievement Medal, Air Force. (November 2001).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Air Force Commendation Medal, Air Force. (September 2000).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

Air Force Organizational Excellence Award, Air Force. (January 31, 1999).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Quality Inspection Professional Performer, Air Force's Air Intelligence Agency. (1995).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

TEACHING

Teaching Experience

Ferris State University
MGMT 302, Team Dynamics - Org Behavior, 4 courses.
MGMT 305, Managerial Leadership, 2 courses.
MGMT 370, Quality-Operations Mgmt, 3 courses.

Awards and Honors

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Froce. (April 2009).

Air Force Commendation Medal, Air Force. (May 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

SCHOLARSHIP AND RESEARCH

Presentations Given

Sukup, L., Doctoral Colloquium Dinner, "Doctoral Success Journey," Saint Leo University, Saint Leo, Florida. (October 27, 2017).

Sukup, L. (Author & Presenter), Southeast Case Research Association (SECRA), "Listen Up....Do As I Say - A Case Study on Lack of Leadership," SECRA, Myrtle Beach, SC. (February 2016).

Sukup, L. (Author & Presenter), Southeast Case Research Association (SECRA), "Peter Smith: The Not so Emotionally Intelligent Executive," SECRA, Myrtle Beach, SC. (February 2015).

Contracts, Grants and Sponsored Research

Fellowship

Sukup, L., "Junior Faculty Fellows Program," Sponsored by FCTL, Ferris State University. (August 27, 2018 - August 16, 2019).

Research in Progress

"To what extent certain resources and capabilities promote or inhibit individual resilience" (Writing Results).

SERVICE

University Service

Attendee, Meeting, College of Business. (April 24, 2018).

Attendee, Meeting, Management Department. (April 17, 2018).

Attendee, Meeting, College of Business. (March 27, 2018).

Attendee, Meeting, Management Department. (March 20, 2018).

Attendee, Meeting, College of Business. (February 27, 2018).

Attendee, Meeting, Management Department. (February 20, 2018).

Attendee, Meeting, College of Business. (January 23, 2018).

Attendee, Meeting, Management Department. (January 16, 2018).

Attendee, Meeting, C4 Program. (December 13, 2017).

Attendee, Meeting, College of Business. (November 28, 2017).

Attendee, Meeting, Management Department. (November 21, 2017).

Attendee, Orientation, C4 Program. (November 20, 2017).

Guest Speaker, Saint Leo University. (October 27, 2017).

Attendee, Meeting, College of Business. (October 24, 2017).

Attendee, Meeting, Management Department. (October 17, 2017).

Attendee, Meeting, College of Business. (September 30, 2017).

Attendee, Meeting, College of Business. (September 25, 2017).

Attendee, Meeting, Mangement Department. (September 19, 2017).

Public Service

Committee Chair, Fraternal Order of Police Auxiliary, Newport News, VA. (June 2011 - December 2014).

Volunteer, United Services Organization, Newport News, VA. (January 2010 - August 2012).

Attendee, Meeting, Air Combat Command Top Three, Joint Base Langley-Eustis, VA. (November 2008 - August 2012).

Volunteer, Meals on Wheels, Newport News, VA. (November 2008 - August 2012).

Attendee, Meeting, Network 56, Andersen Air Force Base, Guam. (May 2003 - May 2005).

Chairperson, Federal Women's Program Education Group, Andersen Air ForceBase, Guam. (January 2005 - February 2005).

Volunteer, Freedom Parade, Andersen Air Force Base, Guam. (July 2004).

Awards and Honors

Service, Community

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Senior Noncommissioned Officer of the Quarter, Air Froce. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Service, Professional

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Senior Noncommissioned Officer of the Quarter, Air Froce. (April 2009).

Air Force Commendation Medal, Air Force. (May 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Service, University

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Air Force Innovation Team Award, Air Force. (December 2014).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Froce. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Air Force Achievement Medal, Air Force. (December 2007).

Air Force Commendation Medal, Air Force. (May 2005).

Initial Response Inspection Superior Performer, Air Force. (March 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Air Force Commendation Medal, Air Force. (May 2003).

Air Force Achievement Medal, Air Force. (November 2001).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Air Force Commendation Medal, Air Force. (September 2000).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

David Steenstra Ph.D.
Ferris State University
COB - Management

(231) 591-2405
Email: DavidSteenstra@ferris.edu

Education

PhD, Michigan State University, 1985.
    Major: Higher Education
    Dissertation Title: College Honors Programs: An Issue of Perception

MBA, Central Michigan University, 1975.
    Major: Marketing

BS, Central Michigan University, 1972.
    Major: Management

Professional Positions

Academic - Post-Secondary

Professor, Management Department Head, Ferris State University. (2007 - 2018).

Professional

Owner, D. J. Steenstra Company. (1980 - Present).

Licensures and Certifications

Heartsaver First Aid CPR AED, American Heart Association. (October 18, 2012 - October 18, 2014).

Professional Memberships

ASTD.

SHRM.

Teaching

Teaching Experience

Ferris State University

BUSN 499, Integrating Experience, 33 courses.
INTB 335, Cross-Cultural Business, 5 courses.
INTB 656, Global Business Management, 7 courses.
MGMT 350, Mgmt Metrics & Decision Making, 16 courses.
MGMT 447, Business Ethics and Social Responsibility, 1 course.

Non-Credit Instruction

Management/Executive Development, Ferris State University Corporate and Professional Development, 7 participants. (September 2016 - November 2016).

Management/Executive Development, Traverse City Chamber of Commerce, 20 participants. (September 10, 2013 - April 30, 2014).

Management/Executive Development, Gentex Corporation, 40 participants. (December 4, 2013 - February 15, 2014).

Management/Executive Development, Norton / Norris - Chicago, Ill., 25 participants. (December 13, 2013).

Management/Executive Development, Wolverine World Wide, 25 participants. (December 10, 2013).

Management/Executive Development, University of St. Thomas, 25 participants. (November 8, 2013 - November 10, 2013).

Management/Executive Development, Steelcase University, 20 participants. (October 30, 2013 - October 31, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 28, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 7, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (September 9, 2013).

Management/Executive Development, Steelcase University Grand Rapids, MI, 18 participants. (July 15, 2013 - July 17, 2013).

Management/Executive Development, University of St. Thomas, Minneapolis, MN, 25 participants. (June 17, 2013).

Certification, North Carolina Department of Transportation, 15 participants. (April 15, 2013 - June 14, 2013).

SCHOLARSHIP AND Research

Published Intellectual Contributions

Journal Articles

Steenstra, D. (2013). The Value of Membership.

Steenstra, D. (2012). O Beautiful For Spacious Skies.

Other

Eshbach, L., Steenstra, D. (2015). *MBA Curriculum Revisions. Led a 12 person cross-functional faculty team. Each faculty member, including myself, developed at least one course (MGMT 736) for the revised MBA core. Additionally, I developed two new MBA concentrations (Lean Systems and Leadership AND Supply Chain Management and Logistics) and authored five new classes to support the concentrations (MGMT 752, MGMT 754, MGMT 755, MGMT 757,and MGMT 758). I co-wrote the supporting paperwork for the required curriculum process. The result was 110 page proposal that was approved by the Senate and Provost.*.

Presentations Given

Steenstra, D., CMED, "Strategic Leadership - Thought Leader," Pro Ed, Austin, Texas. (November 18, 2017).

Steenstra, D. (Author & Presenter), College of Engineering Technology, ""Civility"," Ferris State University, Tulleymore Conference Center. (2016).

Steenstra, D., CMED Conference on Management Executive and Professional Development Programs, "How to design, develop, and deliver a finance for nonfinancial managers program," CMED, Phoenix, Arizona. (November 19, 2015).

Steenstra, D., Big Rapids Rotary International, "The Ferris Mini MBA," Mecosta County Chamber of Commerce, Falconhead Country Club. (August 25, 2015).

Steenstra, D. (Author & Presenter), CMED Conference for Management Education and Developement, "Simulations," CMED, St. Petersburg, Florida. (November 22, 2014).

Steenstra, D. (Author & Presenter), CMED Conference for Management Education, "Increase your business acumen outcomes with your participants by using simulation in your programs and get more business," CMED, Phoenix, Arizona. (November 23, 2013).

Steenstra, D. (Author & Presenter), University of St. Thomas, J. B. (Presenter), Conference on Management, Executive, and Professional Development, "Increase Your Business Acumen Outcomes With Your Participants By Using Simulations In Your Programs," ProEd Corp., Phoenix, Arizona. (November 23, 2013).

Steenstra, D., Thomson Reuters, "Business Acumen and Strategic Planning," University of St. Thomas, Minneapolis, MN. (March 4, 2013).

Steenstra, D., Steelcase University, "Business Acumen," Steelcase Corporation, Grand Rapids. (February 7, 2013).

Steenstra, D., Kent County Governement, "Civility," Kent County, Grand Rapids, MI. (February 6, 2013).

Steenstra, D. (Presenter), College of Business Fall Kick-Off, ""Collaboration"," Ferris State University, College of Business. (August 22, 2012).

Steenstra, D. (Author & Presenter), West Michigan Talent Network Showcase, "Fun, Games, & Stories: "Wizards of Wall Street"," West Michigan HR Consortium, Wolverine World Wide meeting room, Rockford, MI. (May 23, 2011).

Steenstra, D. (Author & Presenter), Innovations Conference, "Utilizing Case Studies & Scenarios," League for Innovations in Community Colleges, San Diego, California. (February 28, 2011).

Steenstra, D., Sustainability, ""Sustainability"," Mackinac Island Foundation, Grand Hotel, Mackinca Islan. (October 2009).

Steenstra, D. (Presenter), Civility Conference, Kent County Michigan, Grand Rapids. (February

2009).

Steenstra, D. (Presenter), Regional Business Conference, ""The Cost of Doing Business"," Grand Rapids Nursery and Landscape Professionals, Grand Rapids. (December 2008).

Steenstra, D. (Presenter), Leadership Excellence, ""We Don't Make Widgets"," Kent County, Grand Rapids. (November 2008).

Service

University Service

Guest Speaker, The Honors Program. (October 9, 2013 - Present).

Guest Speaker, International Office. (September 26, 2017).

Committee Member, Search Committee. (April 2017 - June 2017).

Committee Chair, BUSN 499 Group. (September 5, 2016 - May 8, 2017).

Committee Member, Promotion and Merit. (September 23, 2014 - September 21, 2016).

Committee Member, Search Committee. (July 10, 2016 - July 30, 2016).

Committee Chair, Promotion Merit Committee. (August 25, 2015 - February 2, 2016).

Committee Chair, Risk Management & Insurance Advisory Board. (January 18, 2016).

Special Institutional Assignment, Michigan College of Optometry Vision Research Institute. (August 25, 2015 - November 25, 2015).

Committee Member, Search Committee. (April 1, 2015 - May 5, 2015).

Guest Speaker, Manufacturers' Forum. (April 23, 2015).

Committee Member, Search Committee. (October 1, 2014 - December 8, 2014).

Committee Member, Ferris Distinguished Teacher Committee. (September 22, 2014 - November 10, 2014).

Committee Member, Search Committee. (January 8, 2014 - April 30, 2014).

Committee Member, Ferris Distinguished Teacher Committee. (September 21, 2013 - November 10, 2013).

Committee Member, Search Committee. (January 8, 2013 - April 30, 2013).

Public Service

Board Member, Tip of the Mitt Watershed Council, Petoskey, Michigan. (2010 - 2013).

Officer, President/Elect/Past, Burt Lake Preservation Association, Indian River, Michigan. (January 2001 - 2013).

Board Member, Michigan Certified Development - SBA, Lansing, MI. (2000 - 2013).

Leadership Development, Kent County, Michigan, Grand Rapids, MI. (2000 - 2008).

Facilitator, Kent County Court Probation Officers, Grand Rapids, MI. (2006 - 2007).

Board Member, Innotec Corporation. (1999 - 2006).

Consulting

For Profit Organization, SpartanNash, Minneapolis, MN. (July 26, 2018).

For Profit Organization, W. W. Williams, Columbus, Ohio. (May 23, 2018 - May 24, 2018).

For Profit Organization, SpartanNash, Norfolk, VA. (March 29, 2018).

For Profit Organization, W.W. Williams Company, Columbus, Ohio. (March 22, 2018).

For Profit Organization, Steelcase, Grand Rapids, MI. (December 12, 2017).

For Profit Organization, Davenport University, Grand Rapids, MI. (December 7, 2017).

For Profit Organization, Davenport University, Grand Rapids, MI. (September 28, 2017).

For Profit Organization, SpartanNash, Grand Rapids, MI. (September 21, 2017).

For Profit Organization, W. W. Williams, Columbus, Ohio. (September 7, 2017 - September 8, 2017).

For Profit Organization, Steelcase, Grand Rapids. (July 11, 2017 - July 12, 2017).

For Profit Organization, SpartanNash, Minneapolis, Minnesota. (June 15, 2017).

For Profit Organization, W. W. Williams, Columbus, Ohio. (May 12, 2017).

For Profit Organization, SpartanNash, Grand Rapids. (April 11, 2017).

For Profit Organization, Steelcase, Grand Rapids. (March 21, 2017 - March 22, 2017).

For Profit Organization, Steelcase, Grand Rapids. (January 10, 2017 - January 11, 2017).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (August 8, 2016 - August 9, 2016).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (February 8, 2016 - February 9, 2016).

For Profit Organization, SpartanNash, Grand Rapids. (September 9, 2015).

For Profit Organization, SpartanNash, Norfolk, VA. (August 27, 2015).

For Profit Organization, SpartanNash, Minneapolis. (August 20, 2015).

For Profit Organization, Steelcase, Grand Rapids. (August 11, 2015 - August 12, 2015).

For Profit Organization, Thomson Reuters, Minneapolis. (June 22, 2015).

For Profit Organization, Steelcase, Grand Rapids. (February 11, 2015 - February 12, 2015).

For Profit Organization, Steelcase, Grand Rapids, Europe, Asia Pacific. (April 12, 2014 - September 24, 2014).

For Profit Organization, Thomson Reuters, Minneapolis. (September 22, 2014 - September 23, 2014).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (2003 - 2013).

For Profit Organization, Steelcase, Grand Rapids. (February 10, 2013 - October 30, 2013).

For Profit Organization, Thomson Reuters, Minneapolis, Minn. (June 10, 2013 - October 28, 2013).

For Profit Organization, Spartan Stores, Grand Rapids. (October 17, 2013 - October 18, 2013).

Government, 17th Circuit Court, Western Michigan, Grand Rapids, Michigan. (May 12, 2012 - May 13, 2012).

For Profit Organization, O I Corporation, Owens Illinois, Venice, Italy. (March 15, 2012 - March 17, 2012).

For Profit Organization, Steelcase Europe, Strasbourg, France. (January 6, 2012 - January 8, 2012).

Academic, University of St. Thomas, Minneapolis, Minnesota. (2008 - 2011).

For Profit Organization, Wolverine World Wide. (2007 - 2011).

Government, Kent County, MI, Grand Rapids, MI. (2003 - 2011).

For Profit Organization, Farmers Insurance / Farmers University, Grand Rapids, MI. (May 19, 2011).

For Profit Organization, Gentex Corporation. (2003 - 2010).

For Profit Organization, Owens Illinois (O.I.), Perrysburg, Ohio. (January 2010 - November 2010).

For Profit Organization, O. I. Corporation, Perrysburg, Ohio. (November 15, 2010 - November 16, 2010).

Lacks Enterprises. (1985 - 2009).

For Profit Organization, Perkins Logistics. (2007 - 2008).

For Profit Organization, Spartan Stores. (2007).

For Profit Organization, Innotec Corporation. (1993 - 2007).

For Profit Organization, Cascade Engineering. (2006).

For Profit Organization, Foremost Insurance. (2006).

Awards and Honors

Service, Community

UPCEA University Professional Continuing Education Association, EIO. (October 23, 2014).

Service, University

UPCE University Professional Continuing Education Association, EIO. (