

**School for New Learning
DePaul University
Course Syllabus: HC 286 Psychology for Managers, Winter 09**

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Location: DePaul Loop Campus

Dates/Time: Wednesdays, 1/07/09 through 3/20/09, 6pm-9pm, Room TBA

Credit Hours: 2

Course Description and Faculty Biographical Sketch

Students will gain an understanding of more effective management practices by understanding basic principles of psychology. Application of the concepts of the emerging area of emotional intelligence to management will also be explored, as well as cultural, gender, and group based dynamics.

Michael McMillan has a graduate degree in Psychology from Washington University. He has 30 years of clinical experience in chemical dependency, community mental health, employee assistance, and student counseling settings at the staff and management levels. Mr. McMillan has been a visiting faculty member at DePaul University's School for New Learning for over 11 years and has been an adjunct faculty member at Chicago State University where he's taught Introductory Psychology, The Psychology of Personality, and The Psychology of Child Abuse. He has specialized in ethnic/cultural issues in psychotherapy, cognitive behavioral therapy, and ethnic awareness, preference and identity issues. An Illinois Licensed Clinical Professional Counselor, he's a past board member of the Illinois Professional Counselor Licensure Board as well as the Association of Black Psychologists and the Employee Assistance Professionals Association, where he initiated and chaired a committee on ethnic and cultural concerns. He's recently lectured on the psychology of hyper-reality, examining the psychological effects of virtual reality and cyberspace interactions, has developed an SNL course with this focus.

3. Competencies

H-2-C: Can identify an organizational problem and design a plan for change based on an understanding of change theories or models. (Analogous to HC-5) Those choosing this competency area will be focusing on change theories or models covered in the course and applying them to managerial issues.

H-2-D: Can use two or more organizational theories in the analysis of one's experiences in an organization. (Analogous to HC-O) Those choosing this competency area will be focusing the use of theories covered in class which can be used for analysis of one's experience within an organization, including assessment of organizational dysfunction, group dynamics, and managerial challenges.

H-3-A: Can use two or more theories of human psychology to understand and solve problems. (Analogous to HC-4) Those choosing this competency area will be focusing on analysis of and solutions to workplace problems, using theories and concepts covered in class.

H-3-C: Can use theories or models of adult growth and development to understand one's own experience. (Analogous to AL-D) Those choosing this competency area will be focusing on analysis of their workplace experience using theories and concepts used in covered in class.

F2-F8: Individual focus area. (Analogous to WW-2-WW-8) **Those who choose this competency area will have to develop an individualized competency statement based their focus area.** They will use their particular focus area to explore workplace dynamics, demonstrating the ability to connect theory and concept to applied practice.

4. Learning Experience

Class lectures and discussion will involve understanding and application of elements of personality theory, social learning theory, group dynamics, cognitive behavioral theory, emotional intelligence, and assertive communication, to management/supervisory dynamics. Assessment of individual differences for purposes of improving skill sets as well as culture issues in individual assessment will also be covered. Organizational culture as well as the dynamics of organizational dysfunction will also be discussed. Students will be able to focus their class presentations and final papers based on the competency or competencies they are registered for.

See section 3 above for a description of particular competency foci.

Section 1:

- Learning Strategies: discussion, lecture, role-playing, collaborative learning, class presentations, examinations; lecture notes will be posted on Blackboard, along with reading materials.
Textbook: Management Would be Easy If It Weren't for the People,
- Patricia J. Addesso

- Attendance and Participation: DePaul University anticipates that all students will attend all classes. Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time for consultation regarding the missed session. Always consult the courses Blackboard site for handouts and assignments.

5. Outcomes

Students will gain an understanding of more effective management practices by understanding basic principles of psychology. Application of the concepts of the emerging area of emotional intelligence to management will also be explored, as well as cultural and gender based dynamics. Those choosing the H2-D and H-2C competencies will be expected to demonstrate an application of concepts in ways that address organizational issues; those choosing H-3A will use concepts learned in the course to address workplace issues and arrive at solutions. Those choosing H-3C will use theories of adult growth and development to examine workplace issues.

6. Evidence the Students will Submit

1. Examinations covering basic theoretical premises
2. Student paper(s) applying theories learned to practical management issues (all sources are to be cited per professional style standards, i.e., MLA, APA, etc.) Papers are to be three to five pages single spaced, with font no smaller than 10 pt. Students may address more than one competency in a single paper if they can competently do so. Papers will be evaluated for plagiarism via Turnitin.com
The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” If you are unsure of how to cite a source, consult the course Blackboard links to style and writing sources, or consult the instructor. Plagiarism can result in grade reduction or course failure.
3. Class presentation of articles relevant to subject matter

Note: can use no more than two competencies per paper.

7. Criteria for Assessment

The percentage of each assignment toward the final grade is as follows:

Class presentation: 10% of total grade

Each exam: 30% of total grade

Final Paper: 30% of total grade (or 15% each if separate papers are used for individual competencies)

Point references for grades are as follows: 100-90, A; 89 to 80, B; 79 to 70, C; 69 to 60, D; 59 and lower, F.

Students must request a Pass/ Fail grade by the second week of class, and must do so via e-mail. A "Pass" grade is not included in calculating grade point average; once the decision to take the course on a pass/fail basis is made, the decision cannot be reversed. All competencies are evaluated based on evidence submitted. Class presentations and papers must demonstrate a student's understanding of concepts used and applied, not just a recitation of concepts.

Students may request an incomplete if for unusual or unforeseeable circumstances they are prevented from completing the course requirements by the end of the term. They are unable to fulfill a course requirement. The request must be made prior to the end of the course via the submission of a School For New Learning Contract For The Issuance Of An Incomplete (IN) Grade form, signed by the student and instructor. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of the SNL Exceptions Committee.

The deadline for submission of the final paper will be posted on the Blackboard site for the course. The final paper is to be submitted as an e-mail attachment and e-mailed to me at mmcmilla@depaul.edu. Paper is due no later than midnight on the due date; papers submitted after that date and time will not be accepted.

Class Schedule:

January 7, 2009

Class Overview, introductions. Discussion of course outline, requirements, and grading. Discussion of instructor's expectations as well as student's. Course competencies will also be discussed. Lecture will cover personality and learning theory (chapters 1 through 2 in Management Would be Easy...) January 9th; last day to enroll in this class. January 16th; last day to drop class with 100% refund as well as select pass/fail option.

January 14, 2009

Lecture: Perception, motivation, intelligence. (chapters 3, 4, 6 in **Management Would be Easy...**); handouts.

January 21, 2009

Social Psychology, group dynamics, leadership. (Chapters 7 and 8 in **Management Would be Easy...**); handouts. **January 23: last day to select auditor status.**

January 28, 2009

Theory into practice: Communication, assertive communication, stress and anxiety. (Chapters 6 and 9 **Management Would be Easy...**); handouts.

February 4, 2009

Organizational dysfunction, individual dysfunction. Workplace violence sexual harassment, gender, racial/ethnic discrimination. Outline of mid-term exam.

February 11, 2009

Teams and leadership revisited. Class presentations, exam.

February 18, 2009

Case studies, class presentations. Assessment/theoretical application. **February 20; last day to withdraw from class.**

February 25, 2009

Proactivity: Nipping dysfunction in the bud; the hiring process, the probationary process; policy development. Class presentations. **Individualized competency statements for those with FX or WW competency statements due by February 27, 2009.**

Summarization; outline of final paper requirements. Class presentations.

March 4, 2009

Class presentations; Case examples.

March 11, 2009

Final class; class presentations; course evaluation.