

**Mngt 370**  
**Managing Global Business Organizations**  
(A Writing Intensive Course)

Professor Name  
Department of Management & Marketing  
Semester

1. **Administrative:** Phone: \_\_\_\_\_; e-mail address

Office Hours:

Instructor Class Schedule

Course

Time

Classroom

Course

Time

Classroom

Course

Time

Classroom

2. **Materials:**

a. Texts (Required)

1. *Management*, 8th ed. by Richard L. Daft (other texts may be used, as agreed upon by the committee).

2. *The Business Writer's Handbook* 8<sup>th</sup> ed by Alred, G.J., Bursaw, C.T., & Oliu, W.E. (other texts may be used, as agreed upon by the committee).

b. Other Materials (to be provided on "Blackboard")

3. **Prerequisites:** All foundation courses must be completed with a grade of "C" or better.

4. **Course Description:** This course addresses four critical areas of the emerging management environment: globalization, diversity, leadership, and teamwork. Traditional and projected theories of organization management and organization behavior, as focused toward these four themes, are examined. Additionally, the writing-intensive component of this course includes a variety of written communication activities to develop a discipline-focused writing skill.

5. **Learning Outcomes:** This course offers a fundamental understanding of written communication methods, as applied to the organization management and organizational behavior fields. The learning objectives are:

- a. To understand and effectively communicate in writing the impact of globalization, diversity, leadership, and teamwork issues in the field of management.
- b. To prepare a cover letter and a resume to effectively identify and categorize oneself in the job market
- c. To use written communication skills to link theoretical concepts with applicative environments through diagnosis of a business case study
- d. To effectively communicate complex conceptual and management ideas in writing

The evaluation of these learning outcomes is through written assignments such as the resume, the case study diagnosis, persuasive papers, feedback memos, and a formal final academic paper which are explicitly demonstrated in the detailed descriptions on the subsequent pages.

6. **Policies:**

- a. **Attendance:** Students are required to **arrive on time and fully attend** all classes, except for legitimate reasons, for which documentation may be required. Students must **communicate anticipated lateness and absences & reasons by e-mail or phone message prior to class time**. If a student has three or more unexcused absences, their grade may be lowered. Students are responsible for all missed material and spot attendance checks are taken.
- b. **Student Preparation:** Students are responsible to read assigned materials **before** class, and to initiate visits to the tutor, the English writing laboratory, or the instructor for any assistance needed. Students are expected to spend **10 to 12 hours/week outside of class** preparing for this course and must manage their academic, work, and other activities to permit this time commitment.
- c. **Blackboard:** Some course materials are only available on BB; students must regularly access their account.
- d. **Class time:** Class time is used for a brief review of student preparation and related student questions. Lectures assume careful student preparation, and reinforce and supplement reading materials. On occasion, the class agenda may not be fully covered and students will be asked to review Blackboard materials.
- e. **Cell Phones:** As a courtesy to classmates and to the instructor, all audio devices, including cell phones, PDAs, and beepers, are expected to be silenced during the entirety of the class.

- f. **Make-up Activities:** All late submission of work is penalized. Make-ups exams and quizzes are not given unless a documented reason for the absence is provided.
- g. **Academic Honesty: Students are expected to address this course with integrity.** Please refer to the handout: "Integrity is the Foundation of Academic Pursuit". Anyone caught cheating **will receive a course grade of "F"** and will be referred to the Dean of Students for further appropriate action. In addition to university definitions, cheating means any untrue statement or action pertaining to the grading process, including inaccurate excuses for missing class, getting or giving help on homework, case studies, quizzes, examinations or any material submitted for a grade, or plagiarizing material that belongs to others.

7. **Written Requirements:** Three written activities and five informal ungraded written activities are required. Those are described below, and in greater detail in the following pages.

a. Description - Graded Written Activities

1. Cover Letter and Resume. A cover letter and roughly one-page single-space individual resume, which is consistent with recognized resume formats, will be submitted. The cover letter and resume will sell the student toward an anticipated job/career.
2. Case Study Diagnosis– a three-page, single-space case study will be prepared using the following five-paragraph format. Variation from this format **will** result in a lower grade.
  1. Introduction, including Relevant Facts / Background -
  2. Problem Definition / Issues –
  3. Critical Analysis / Conceptualization –
  4. Alternatives –
  5. Solution and Rationale -

Case studies evaluate the substance and technique of written expression. Students are required to originally develop and project an overview understanding of the situation in carefully constructed English. End-of-case questions (where present) should be considered, but should not be the format for the analysis. Case studies should not merely repeat descriptions of the materials, but logically introduce the facts and background, identify the problem, conceptualize the situation, present alternatives and argue for solutions.

3. Final Paper – Formal Academic Paper. An 11 page paper, with bibliographic materials and appendices.

b. Ungraded Informal Written Activities. - Ungraded informal written activities include requirements on core course topics, such as globalization, diversity, leadership, and teamwork. These activities must be completed for credit, but otherwise are not evaluated.

c. Spontaneous Written Activities – Periodically students will be asked, either in class or on blackboard, to prepare written comments pertaining to general topics of management interest. These informal and spontaneous activities are designed to encourage reflection on course topics; however, they are not graded.

8. **Center for Academic Writing (CAW):** The CAW will fully support Mngt 370 students; specifically a tour of the CAW will be scheduled early in the course and students are encouraged to understand CAW capabilities and to work with CAW peer tutors.

9. **Examinations:** Some portions of exams are given in class, others are take-home. Take-home portions will require diagnostic essays of case studies and conceptual issues to evaluate conceptual and theoretical understanding. In-class components of the examination will involve short answers or multiple choice or other "objective" formats.

10. **Quizzes:** Two announced quizzes will be given during the semester. Quizzes will primarily evaluate conceptual and definitional aspects of the course.

11. **Extra Credit:** Up to five points of extra credit toward the course grade will be given to students who view a case study (library reserve) and write a one-page diagnosis of the situation using the case study format.

12. **Grading & Philosophy:** The instructor subscribes to a pedagogic philosophy which emphasizes interactive and collaborative student learning. This suggests that students can learn a great deal by working with each other. Note that examinations and quizzes are based on 100 points, then calculated as a percent of the grade, and all written reports are calculated based on 25 points, then adjusted to the indicated percent of the grade.

<u>Point Structure</u>	<u>percent</u>	<u>Grade Range</u>
Examinations (2) (weights = 15, 15)	30	90-100 = A
Announced Quizzes (2) (weights = 5, 5)	10	80-89 = B
Written Reports	50	70-79 = C
#1 - Resume @ 10 pts (draft = 3 pts; final = 7 pts)		60-69 = D
#2 - Case Study @ 15 pts (draft = 5 pts; final = 10 pts)		0 -59 = F
#3 - The Final Paper @ 25 pts (outline = 4 pts; draft = 7 pts; final = 14 pts)		
Ungraded Written Activity	6	
#1 – Globalization Ungraded Written Activity (1 pt)		
#2 – Diversity Ungraded Written Activity (1 pt)		
#3 – Leadership Style Ungraded Written Activity (2 pts)		
#4 – Evaluation of Leadership Style Ungraded Written Activity (1 pt)		
#5 – Teamwork Ungraded Written Activity (1 pt)		
Participation (quality of class involvement)	<u>4</u>	
	100%	

13. **Course Outline:** WA = Written Assignment; UWA = Ungraded Written Activity; Ch = Chapter from Daft; ABO = page numbers of primary topics from Alred *et al.* (Note: Students should use Alred *et al.* as a handbook; that is, they should use primary topics - identified as reading assignments - to explore subtopics as appropriate)

Week/ date	Topic	Class Preparation Assignment	Reading Assignment
#1 dates	Introduction to Global Organizations Introductory Tour to CAW or Class Visit by CAW staff		Ch 1 ABO ix – xxiv;* 42-46; 478-494
#2 dates	History of Management Thinking Guidelines on Cover Letter and Resume Writing (1 <sup>st</sup> WA)		Ch 2 ABO 421-427
#3 dates	The Environment and Corporate Culture	Draft 1 <sup>st</sup> WA	Ch 3, 4
#4 dates	Managing in a Global Environment 1 <sup>st</sup> WA - Feedback	Globalization UWA	Ch 5
#5 dates	Ethics and Social Responsibility Quiz #1 Guidelines on Case Study Preparation (2 <sup>nd</sup> WA) Designing Adaptive Organizations	Final 1 <sup>st</sup> WA Quiz Preparation	Ch 10
#6 dates	Managing Change and Innovation	Draft 2 <sup>nd</sup> WA – Shui Fabrics (P. 133)	Ch 11
#7 dates	Meeting the Challenge of Diversity 2 <sup>nd</sup> WA - Feedback	Exam Preparation Diversity UWA	Ch 13 ABO 326-332
#8 dates	Mid-Term Examination The Dynamics of Behavior in Organizations Guidelines for Final Paper (3 <sup>rd</sup> WA)	Examination	Ch 14
#9 dates	Exam Feedback Effective Leadership	Outline of 3 <sup>rd</sup> WA	Ch 15
#10 dates	Motivation and Empowerment	Final 2 <sup>nd</sup> WA Leadership Style UWA	Ch 16, ABO 148-171; 364-368
#11 Dates	Quiz #2	Quiz Preparation	
#12 Dates	Communication in Organizations	Teamwork UWA	Ch 17
#13 Dates	Teamwork	Draft 3 <sup>rd</sup> WA	Ch 18
#14 Dates	Strategies for the Global Organization Environment		Ch 8
#15 Dates	Preparation for Final	Final 3 <sup>rd</sup> WA	
#16 dates	Final Examination	Exam Preparation	

\* Within each major writing assignment / topic, there are numerous more detailed subsets of that topic. For example, as shown on p. xvii, subsets of preparation are purpose, audience, context, scope and select the medium. Students are expected to review the subsets, often shown as underlines, of major writing topics as appropriate.

**Mngt 370**  
**WA #1 - The Cover Letter & Resume Grading Sheet**

Professor Name \_\_\_\_\_  
Northeastern Illinois University

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draft   
Final

1. Format: The resume, with cover letter, will be formatted in one of the several “standard” formats and will include, at a minimum, the student contact information, the student career or job objective, the academic preparation, the student professional preparation and personal experience, as well as any additional specific student capabilities, such as languages spoken, or software that the student can use.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	<b>GRADE</b>
<b>Letter – Grammar &amp; Spelling</b>	No errors in grammar, punctuation, or spelling errors	1-2 errors in grammar, punctuation, or spelling	3-4 errors in grammar, punctuation, or spelling	> 4 errors in grammar, punctuation, or spelling	
<b>Letter – Format introduction, states position applied for, etc</b>	Complies with format for professional letter. Terminology correct.	Complies with most of format for professional letter. Terminology mostly correct.	Complies with some of format for professional letter. Terminology generally correct	Complies with <75% of format for professional letter. Terminology generally incorrect	
<b>Letter – Neatness</b>	Appearance, fonts, bolding, margins done with pride	Appearance, fonts, bolding, margins done with care	Appearance, fonts, bolding, margins done with some care	Appearance, fonts, bolding, margins done with little care	
<b>Resume – Organization</b>	Well-organized , well-constructed paragraphs & subheadings	Well-organized , well-constructed paragraphs & subheadings	Well-organized , well-constructed paragraphs & subheadings	Well-organized , well-constructed paragraphs & subheadings	
<b>Resume - Career Objective / Academic Preparation</b>	Career Objectives expressed with appropriate terminology, academic preparation emphasized	Career Objectives expressed with marginal terminology, academic preparation mostly emphasized	Career Objectives, expressed with poor terminology, academic preparation some what emphasized	Career Objectives, academic preparation not emphasized	
<b>Resume – Mechanics</b>	No grammatical, punctuation, or spelling errors	Very few grammatical, punctuation, or spelling errors	Some grammatical, punctuation, or spelling errors	Lots of grammatical, punctuation, or spelling errors	
<b>Submission on Time</b>					1 point
<b>Final Grade</b>					/25

General Comments:

- All written reports are calculated based on 25 points, then adjusted to the indicated percent of the grade.
- Proofread your work.
- The entire resume should follow a logical format: introducing yourself, then offering some details, followed by some further opportunities for checks if the recipient is interested.
- Initial resumes should be one page; resumes of highly experienced persons should never exceed 2 pages.

**Mngt 370**  
**WA #2 - The Case Study Grading Sheet**

Professor Name \_\_\_\_\_  
Northeastern Illinois University

Name \_\_\_\_\_

Case \_\_\_\_\_

Draft

Final

1. Format. The case study should be three pages, single spaced. Students should devote approximately 200 words each to the following sections:
  - a. Introduction, including relevant facts and background
  - b. Problem definition / issues
  - c. Critical analysis / conceptualization
  - d. Alternatives, which may be "bulletized".
  - e. Solution: state the best of the alternatives and the rationale

	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	<b>GRADE</b>
<b>Grammar, Spelling, and general appearance</b>	No errors in grammar, punctuation, or spelling errors; use of appropriate business language, overall appearance	1-2 errors in grammar, punctuation, or spelling; medium level use of appropriate business language, overall appearance	3-4 errors in grammar, punctuation, or spelling; low level use of appropriate business language, overall appearance	> 4 errors in grammar, punctuation, or spelling; inappropriate business language, overall appearance	
<b>Introduction</b>	Includes relevant internal/external facts and background	Includes most relevant internal/external facts and background	Includes some relevant internal/external facts and background	Includes few or no relevant internal/external facts and background	
<b>Problem Definition - Issues</b>	Clarity in specifying one problem statement	Less clarity in specifying one problem statement	Mediocre clarity in specifying one problem statement	No clarity in specification of problem statement	
<b>Critical analysis</b>	Accurately identifies one or several concepts related to the problem	Vaguely identifies one or several concepts related to the problem	Inaccurately identifies one or several concepts related to the problem	Does not identify one or several concepts related to the problem	
<b>Alternatives</b>	Clearly specifies 2-5 alternatives as solution to the problem	Inaccurately specifies 2-5 alternatives as solution to the problem	Vaguely specifies 2-5 alternatives which may be related to the problem	Does not specify 2-5 alternatives to solve the problem	
<b>Solution</b>	Clearly identifies the best alternative, and the rationale for that decision	Vaguely identifies the best alternative, and the rationale for that decision	Incomplete identification of the best alternative, and the rationale for that decision	Does not identify the best alternative, and the rationale for that decision	
<b>Submission on Time</b>					1 point
<b>Final Grade</b>					/25

**General Comments:**

- All written reports are calculated based on 25 points, then adjusted to the indicated percent of the grade.
- The entire written case analysis should follow a logical format: this is what is going on (background), this is the problem (problem definition), this is why it is a problem (critical analysis), this is what could be done (alternatives), and this is what should be done (solution). Take into consideration point totals to determine importance of the different sections. First three sections may take a bit more than a single-spaced page and alternatives and solution should be around another one

**Mngt 370**  
**WA #3 - The Academic Term Paper Grading Sheet**

Professor Name  
Northeastern Illinois University

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Presentation

a. The outline. An outline of the proposed paper will be submitted roughly 6 weeks before the paper is due. The single-spaced outline will be at least one page in length and will show in outline format the introduction, the body, and the conclusions of the paper. An additional page will state at least ten references to be used. Students are encouraged to discuss their paper with the instructor and to turn in the outline early. The outline will be evaluated as OK, OK-, or Not OK and returned the following week.

b. The draft. The draft should contain as an attachment, the outline and should conform to the paper structure and length, as noted in the outline. The draft will be marked up extensively and returned to the student for resolution. Students are encouraged to discuss their draft paper with the instructor.

c. The final manuscript. The final manuscript should contain as attachments both the outline and the initial draft. It will differ from the draft in that it will involve greater reflection and examination of the topic. Additionally, any prior evaluative comments will be resolved.

The graded outline will be submitted as an appendix to the draft and the graded outline and draft will be submitted as appendices to the final manuscript.

2. Topic The paper should address a current management issue, such as globalization, diversity, leadership, or teamwork. In all cases, a strategic perspective of the topic is encouraged (including a practical and descriptive application and an academic and conceptual presentation). Students should read a variety of text, academic, and popular media to identify an area of current operations management interest to them.

3. Format

Manuscripts must be typed on 8½ x 11 inch paper; double spaced throughout (including footnotes and quotations) and with one inch margins on all sides. Footnotes, references, tables, and figures should be on separate sheet of paper and should be arranged at the end of the manuscript. Papers should be generally ten pages in length with tables or appendices presented on additional numbered pages at the end.

Descriptive materials may be drawn from business publications, such as books about example companies, the *Wall Street Journal*, or *Fortune*. Conceptual materials may be drawn from academic journals such as the *Harvard Business Review*.

The first page of the paper will be the title page, including the title (in capital and small letters), author's name, affiliation, mailing address and telephone number, and a short statement of the author's situation. For example:

Mary Cisneros is currently a part-time (full time) undergraduate student in management (accounting, business administration, finance, and marketing) at Northeastern Illinois University, Chicago. Ms. Cisneros works as a \_\_\_\_\_ in the \_\_\_\_\_ field.

The second page of the paper should repeat the title and include an abstract of no more than fifty words. (Papers with abstracts of more than 50 words will be penalized.) The text of the article should begin on page 2 directly following the abstract.

Headings - The paper should include at least three and possibly as many as six main headings. The initial introductory heading should identify the situation (use a more explicit word than "introduction"). Main headings should be centered and typed in all capital letters. For example:

MAIN HEADING

Secondary headings should be flush with the left margin, with only the initial letters of major words (excluding adverbs, conjunctions, and prepositions) capitalized. Secondary headings should not be underlined. For example:

#### Secondary Heading

Paragraph headings -- Third-order (paragraph) headings are typed with standard indentation in capital and small letters, with major words beginning in capitals. Paragraph headings should be underlined and followed by two hyphens (indicating a dash).

Tables - Tables should be typed double-spaced on separate pages. Each table should have the word table (in capital letters) and its number (Arabic numbers) centered at the top. The position of the table in the manuscript should be indicated in the text as follows:

-----  
Insert Table 1 about here  
-----

Figures should be numbered consecutively in Arabic numerals and their position in the text indicated in the same way as tables. Each figure should be presented on a separate page with FIGURE and its number centered at the top of the page with a short identifying title underneath.

References - An alphabetical, numbered list of references should be included at the end of the article. The reference list should be started on a separate page, headed REFERENCES. Page numbers are included in the citation only to designate a direct quotation. Citations should be shown as follows:

Several studies (3, 7, 10) support this conclusion.

Addams has said that writing a book is a "long and arduous task." (1, p.3)

Examples of references are as follows:

Book: (15) Wilkinson, C. W., J. H. Menning, and C. R. Anderson (eds.). *Writing for Business*, 3rd edition. Richard D. Irwin, Inc., Homewood, IL., 1960.

Articles: (16) Wimble, H. R., "Technical Writing: In Defense of Obscurity," *Management Review*, Vol. 5, No 3, May 1975, 31-32.

Footnotes generally should not be used.

#### 4. Organization

Each paper will have an introduction, a body, and a conclusion, though students should not use these very dry headings. Use more explicit major headings for these sections. The introduction (roughly one page) should identify the problem, state related aspects of the problem, give a practical example of the problem, and state the organization of the rest of the paper. The body (about eight pages) should include an organized discussion of the problem or issue. The conclusion (one page) should summarize major theoretical and practical outcomes of the paper. One additional page should be dedicated to references.

#### 5. Requirement for References

At least ten references and citations should be used to cite major points in the paper and wherever quotations are used. References must include at least three academic articles, (e.g. from *The International Journal of Operations and Production Management*), and three practical articles (e.g. from *Business Week* or *Fortune*)

**Mngt 370**  
**WA #3 - The Academic Term Paper**

Professor Name  
Northeastern Illinois University

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Outline

	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	GRADE
<b>Outline - Title</b>	Title centered with appropriate capitalization	Title not centered or not appropriate capitalization	Title not centered and inappropriately capitalized	Title inappropriate or missing	
<b>Outline – Thesis Statement, Scope/Rationale of Paper</b>	Specific statements supported by headings, subheadings, etc.	Less specific statements partially supported by headings, subheadings, etc	Unspecific statements not supported by headings, subheadings, etc	Working thesis inappropriate or missing	
<b>Outline – Structure / Indentation (Main Ideas, Supporting Ideas, Details)</b>	Full integration of concepts, theory, & examples in research paper structure	Incomplete integration of concepts, theory, and examples in research paper structure	Limited integration of concepts, theory, and examples in research paper structure	No integration of concepts, theory, and examples in research paper structure	
<b>Mechanics, Outline - Typing and Format</b>	Properly typed using appropriate font	Adequately typed using appropriate font	Poorly typed properly using inappropriate font	Poorly typed	
<b>Outline- Content / Quality of Information</b>	Subtopics clearly related to main topic	Subtopics related to main topic	Subtopics less related to main topic	Subtopics not related to main topic	
<b>Use of citations and references</b>	Highly effective use of citations and references	Less effective use of citations and references	Ineffective use of citations and references	No or limited use of citations and references	
<b>Submission on time</b>					1 point
<b>Final Grade</b>					/25

General Comments:

- Written reports are calculated based on 25 points, then adjusted to the indicated percent of the grade.
- Proofread your work
- The entire paper should follow the indicated format:
- Be conscious of the page limit. (Often ideas in specific sections can be written more concisely, to the overall benefit of the paper)

**Mngt 370**  
**WA #3 - The Academic Term Paper**

Professor Name  
Northeastern Illinois University

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draft   
Final

	<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	GRADE
<b>Draft/Final Paper – Format</b>	At least 11 pages, + Title & Reference Pages	Fewer than 11 pages, + Title & Reference Pages	Does not include 11 pages, or Title or Reference Pages	Does not include 11 pages, and Title and Reference Pages	
<b>Draft/Final Paper – Presentation</b>	Correct sentence structure, grammar punctuation, spelling	Incorrect sentence structure, grammar punctuation, spelling	>5 errors of sentence structure, grammar punctuation, spelling	>10 errors of sentence structure, grammar punctuation, spelling	
<b>Draft/Final Paper – Identification of Research Question</b>	Clear, concise identification of research question	Somewhat vague, imprecise identification of research question	Incomplete or unclear identification of research question	Trivial or no identification of research question	
<b>Draft/Final Paper – Substance</b>	Logical flow of substance of paper within paragraphs and throughout paper.	Flow of substance of paper within paragraphs and throughout paper not fully logical.	Flow of substance of paper within paragraphs and throughout paper not logical	Flow of substance of paper within paragraphs and throughout paper not present.	
<b>Draft/Final Paper – Support of Research Question</b>	Research question fully supported.	Research question partially supported.	Research question weakly supported.	Research question not supported.	
<b>Draft/Final Paper – References</b>	Accurately used 3 types of sources, 10 references	Inaccurately used 3 types of sources, 10 references	Does not have 3 types of sources or 10 references	Does not have 3 types of sources and 10 references	
<b>Submission on time</b>					1 point
<b>Final Grade</b>					/25

General Comments:

- Written reports are calculated based on 25 points, then adjusted to the indicated percent of the grade.
- Proofread your work
- The entire paper should follow the indicated format:
- Be conscious of the page limit. (Often ideas in specific sections can be written more concisely, to the overall benefit of the paper)

**Mngt 370**  
**Ungraded Writing Assignment (UWA)**

Professor Name \_\_\_\_\_  
Northeastern Illinois University

Name of UWA Writer: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Evaluator (for Leadership Style UWA): \_\_\_\_\_

- |                                      |         |                          |
|--------------------------------------|---------|--------------------------|
| The Globalization UWA                | (1 pt)  | <input type="checkbox"/> |
| The Diversity UWA                    | (1 pt)  | <input type="checkbox"/> |
| The Leadership Style UWA             | (2 pts) | <input type="checkbox"/> |
| The Evaluator (Leadership Style UWA) | (1 pts) | <input type="checkbox"/> |
| The Teamwork UWA                     | (1 pt)  | <input type="checkbox"/> |

These assignments are not graded; points are given for completion.

1. Presentation - Globalization, Diversity, and Teamwork UWA. Students should read the appropriate assignments, then prepare a one page (400 words), typed, single-spaced paper which notes their reaction to the materials, gives personal examples of situations in those materials, discusses related materials from other courses, or other thoughts the material provokes. The name of the UWA should be clearly indicated at the top of the paper.
2. Presentation - For the Leadership Style UWA. Students should prepare a one-page, typed, single-space paper which summarizes the output of a test which identifies their personal proclivities and style of management.
  - a. The output of this test will be appended to the paper.
  - b. The paper might note several bulletized comments or reactions.
  - c. In addition, the paper might note several career goals and a summarization of major leadership style growth requirements
3. Presentation - Leadership Style Evaluator UWA. Students should prepare a one-half page roughly five bullet critique or elaboration of the statements in the Leadership Style UWA paper, based on their knowledge of the paper writer. Note these by page / paragraph number for ease of reference. The Leadership Style Evaluation UWA should be submitted with the Leadership Style UWA.

	<b>UWA Writer COMMENTS</b>	
<b>Submission of the stated materials</b>	Be sure that all of the required materials (noted in the presentation) are included here.	
<b>Cogency of the Discussion</b>		Not graded
<b>Final Score</b>		1 or 2 points

	<b>EVALUATOR COMMENTS</b>	
<b>Confirmation or Rejection of Conclusions of Writer</b>	Include five bullet points of assessment of the writer's comments. Note these by page / paragraph number for ease of reference. Find weaknesses as well as strengths.	
<b>Elaboration of Findings of Writer</b>		Not graded
<b>Final Score</b>		1 point

General Comments:

- The Blackboard discussion board or In-class written exercises may be used to accomplish these ungraded written assignments.