

Introduction to Managing & Organizing

MGT 101 001

Fall 2025

Instructor and Course Information

Instructor:	Thomas Ptashnik, Ph.D.
Office:	Ryan Center for Business Studies 363
Email:	tptashnik@providence.edu
Office Hours:	Thursdays 3:45–5:00pm and available for virtual meetings on Fridays
Canvas:	The most up-to-date course syllabus, assignments, articles, and grades are located on Canvas. Check the Modules tab at the start of each week
Fulfills:	Management major requirement
Credits:	3
Class Time:	Monday and Thursdays 8:30–9:45am
Class Location:	Ryan Center for Business Studies Room 202

A personal invitation to Introduction to Managing and Organizing

About what am I passionate? • How do I want the world to be different because of my influence? • How do I live a meaningful life? • How do I fulfill my potential?

What is my responsibility towards others? • How do I effectively communicate with someone about their impact on me to improve our relationship? • How do I become aware of my impact on others and change it for the better?

What organizations will I join? • How will I decide? • What responsibility do I have for my organization's outcomes on others and the environment? • How do the organizations (culture, norms, values, and ideology) that I belong to impact how I think and behave and what I value?

What is important in life that I care about and value? • How does that influence my values, actions, behaviors, and how I might manage others? • How do I understand someone else's experience?

We believe pursuing the answers to questions like these is necessary to live a happy, fulfilled, and impactful life. It is our vision that this course will help you begin to discern and, in the future, fulfill your purpose and potential at work and in your life generally—the significant impact you wish to have through your actions, interactions, and organizing with others. We hope to facilitate this by increasing your self-awareness and developing your ability to lead, manage, and “team” to organize with others to have a positive impact in the world through taking responsibility for yourself and your actions.

This course's primary learning objective is to lay the foundation for you to be an effective team and organizational member that will allow you to become an effective manager. The achievement of this objective will be centered on facilitating your learning and development to effectively organize with others to positively impact others in the Providence College community or the broader community. In this process, you will:

- acquire general knowledge in the core business disciplines. (*PCSB (Providence College School of Business) Learning Goal 1A – Business Knowledge*)
- develop and demonstrate an understanding of how to be effective team members (*PCSB Learning Goal 4A – Teamwork & Leadership*)
- develop and demonstrate an awareness of their leadership strengths and weaknesses to understand how they can contribute to collective effectiveness (*PCSB Learning Goal 4B – Teamwork & Leadership*)
- enhance your ability to engage in self-reflection to increase your self-understanding
- develop your ability to engage in self-management
- improve your ability to learn from, and through, your experience
- develop your ability to be an effective, engaged, and responsible team and organizational member
- expand your understanding of significant issues facing today's business organizations
- cultivate oration skills related to delivery, content, storytelling, slide presentation, and confidence

Course Description

Beginning with a deeper understanding of self and their individual and collective purpose, students gain knowledge of managing, leading, and collaborating for impact in the teams and organizations to which they belong. That knowledge will then be applied to an experiential learning opportunity; students will organize into self-managed teams to create a positive impact on our college or local community.

Oral Proficiency (approval pending)

As a manager, effective oral communication allows you to motivate and coordinate your team's performance and to drive effective decision-making. It is as important as your technical acumen. In this course, you will learn how to effectively communicate your story, team's shared purpose, and progress partnering with alumni, partners, and stakeholders to achieve your shared purpose. You engage in two interim team updates in the form of an oral in-class presentation on the progress your team is making on its community-impact initiative. During these status updates, you will be assessed based on the development of your oral communication and presentation skills across the three presentations, as well as your ability to cover the required content. Your presentations will be assessed based on effective communication skills and presentation criteria by 1) anonymous peer assessments, 2) your self-assessment, and 3) the professor's assessment. Rubrics for peer and professor assessments will be discussed in a class prior to your first presentation. Each presentation will be recorded, and your self-assessment will be a one-page reflection based on the viewing of your presentation. Your 2nd and final presentation will include an assessment of your improvement. Reflections are due one week after your presentation. Further instructions for your reflection are posted on Canvas.

Required Materials

1. Barry Schwarz (2015), *Why we Work*. Simon & Schuster/TED
2. Duarte, N. (2012). *HBR guide to persuasive presentations*. Harvard Business Press.

3. Kory Kogon, Suzette Blakemore, & James Wood (2015). *Project Management for the Unofficial Project Manager: A FranklinCovey Title*. Dallas, TX: BenBella Books
4. Patrick Lencioni (2002). *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass

How your learning and development will be facilitated

Class Participation and Attendance (Roughly 10% of final grade)

- **Class attendance is mandatory.** If you miss class, you cannot participate and learn. Thus, if you miss class, your participation and attendance grade will be negatively impacted.
- **You are required to be in class before it starts.** It is disruptive to students' learning when a fellow student enters the class after it has begun. If you are late, this also limits your level of class participation. If you demonstrate a pattern of being late for class, this will negatively affect your class participation grade.
- **Grading Scale** (these are qualitative descriptions that are to create an image definitive description of each grade category)
 - A/A-: You consistently and meaningfully contribute to class discussions. You ask meaningful questions and offer educated (based on the class readings) opinions and insights. You present current topics to discuss. You show great motivation and interest and are passionate about your learning. You challenge, engage, and listen attentively to your classmates. You respect your classmates and their learning. You have attended all classes or possibly missed 2 classes.
 - B+/B/B-: You are an active participant in class discussions. You ask meaningful questions and offer educated (based on the class readings) opinions and insights. You demonstrate a great interest in the course and class discussions. You demonstrate an interest in your classmates and their opinions. You have missed 3 classes.
 - C+/C/C-: You participate in class discussion at an acceptable level. You may be a naturally quiet person, but you pay attention and show interest. You respect your classmates and their opinions. You have missed 3-4 classes.
 - D+/D/D-: You are physically present in class but rarely contribute to class discussions. You do not seem to be actively listening or care about your classmates or their opinions. Even when called on, you have little to say. You have missed 4 or more classes.
 - F: – You do not participate in class. You have missed more than 5 classes and show no interest in the course or your fellow classmates.

Reading Reflection and Other Written Assignments (Roughly 50% of final grade)

For Reading Reflection assignments, you will answer a set of reflective questions based on assigned reading to deepen your understanding of the course content by relating it to your lived experience, yourself, and your Self-Managed Teaming Initiative. You will also read and respond to your classmates' reflections to learn from their experiences. Through this process, you will increase your self-awareness and your ability to make sense of—and learn from—your lived experience. In addition to the reading reflections, you will complete other written assignments to facilitate your learning and personal development.

In order to ensure that you are keeping up with the class readings and understanding the main takeaways, there will be three pop quizzes throughout the semester. These will be four to five questions long, based on the main points of the articles, and will be taken at the start of class.

Self-Managed Teaming Initiative (Roughly 40% of final grade: 20% based on team performance and 20% based on your performance on your team)

This is a semester-long experiential learning opportunity in which you will organize into self-managed teams to make a positive impact at Providence College or in the community. Through this experience, you will increase your self-awareness, leverage your strengths, develop your ability to learn from - and through - your experience, and understand the power of purpose. Applying course concepts and leadership, management, and collaborative skills, you will improve your ability to effectively make decisions, lead, manage, and “team.”

- **Public Narratives.** In Class 12, you will deliver a public narrative of 3-4 minutes in length to the class. Public narratives have three elements: 1) Story of self – a recounting of a formidable experience that shaped what you value and how you see the world; 2) Story of us – articulating the positive impact your team hopes to have in the local community consistent with your Story of Self; 3) Story of now - expressing the urgent challenges faced by your target audience, what it means to the larger society, and why it needs to be addressed now. In prior classes, you will receive instruction and readings on persuasive and effective oral communication, storytelling, and presentations. You will receive feedback from your classmates and seek feedback from an alumnus on your Public Narrative. Based on this feedback, you will revise your public narrative to incorporate their suggestions. These revised narratives will be used to communicate with local community partners and other stakeholders why you and your team want to positively impact the local community and inspire them to collaborate with you to realize this impact.
- **HBR Guidebook Presentations.** Each team will be assigned a different chapter of the [HBR Guidebook](#) and provide a 10-minute summary to their classmates. This will allow each team to deep dive into different topics of effective presentations and get real-time experience reporting this out to their classmates. These topics include knowing your audience and building empathy, developing persuasive content with an effective message, conceptualizing and simplifying the display of information, and delivering your presentation authentically.
- **Peer Feedback.** A few times during the semester, you will receive structured feedback from your team members concerning your contribution to the team. You will also provide them with your feedback. The purpose of these assignments is to first increase your self-awareness as a member of your self-managed team and, second, to learn how to give and receive feedback geared to ongoing improvement in overall team effectiveness.
- **Individual Updates.** Twice during the semester, through a series of guiding questions, you will make sense of the feedback you receive from your team members and, based on that understanding, determine what you might change to become a more effective team member.
- **Team Updates.** Twice during the semester, your team will document the work of your team, present this status, and receive feedback from your course instructor to help your team learn from both your successes and failures and to develop future actions to improve the effectiveness of your team in carrying out its impact initiative.
- **Interim Team Update Presentations.** You will engage in two team presentations in which you will provide updates on your team’s progress toward fulfilling its impact. During these presentations, you will communicate the present status of your project and how you will go about achieving your intended impact to your classmates and professor. This will allow your classmates to learn from your experience, and to provide you with feedback on ways to improve your oral communication skills so that you can effectively use them to gain potential supporters and partners for your initiative and to prepare your team for its final presentation. These presentations will be approximately 12-15 minutes in length (3 minutes of speaking time per student) and 5 minutes to receive feedback from your classmates and professor.

- **Final Team Presentation.** This presentation is an opportunity to capture and share with your classmates the journey, learning, team development, and self-development from your team's engagement in your Self-Managed Teaming Initiative. It is also an opportunity to display the improvement of your oral communication skills over the course of the semester. These presentations will be 20-25 minutes in length (4 minutes of speaking time per student) and 5 minutes to receive feedback from your classmates and professor.

Grading

Composition of Course Grade:

Points Toward Final Grade

▪ Class Participation and Attendance	250
▪ Reading Reflections and Assignments	1,275
○ Public Narratives (125)	
○ Reading-Reflection Assignments (875)	
○ Peer Feedback Reflections (125)	
○ Reading Comprehension Pop Quizzes (150)	
▪ Self-Managed Teaming Initiative Team Performance	575
○ Research (200)	
○ Alumni Mentorship Handbook Quiz (75)	
○ Mentor Meeting Summaries (50)	
○ Interim Team Update Presentations (0-developmental)	
○ Final Team Presentation (250)	
○ Self-Evaluation of Team (50)	
▪ Individual Contribution to Self-Managed Team	500
○ Peer Feedback (400)	
○ Two self-assessments of presentations (100)	
	<u>2,650</u>

Grade Scale

Grade	A	A-	B+	B	B-	C+	C	C-	F
Percent (%)	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99	0–69.99

Final Grades: I take grading seriously and assign grades with care and thought. If you have a final grade goal for the semester, note the course requirements at the beginning of the semester and establish a plan to reach that goal. Your grade will be determined based on the above. Grades for assignments will be posted via the Canvas Gradebook within two weeks of their submission, but most likely within a week. *Your final grade will not be bumped up, no matter how close to the next letter grade you are.*

The final presentations are scheduled at the time designated on the College's [final exam schedule](#). See the schedule of classes below, and make your travel plans accordingly.

Course Schedule		
Date	Topic:	Readings/Assignments/In-class Activities:
Thursday, 4 Sep	Class 1: Course Introduction	Read before class ○ Course syllabus and bring your questions that you want answered In Class ○ Go over the course syllabus ○ Give a three-minute introduction of yourself by sharing a personal experience that has significantly impacted the person you have become and what you find important in life.
Monday, Sep 8	Class 2: Finding Purpose	Watch before class ○ <i>Free the Children</i> In Class ○ Moments of Obligation Exercise
Thursday, Sep 11	Class 3: Why We Work	Read before class ○ <i>Why We Work</i> Submit before class ○ Reading Reflection – <i>Why We Work</i> In Class ○ Discuss <i>Why We Work</i>
Monday, Sep 15	Class 4: Self-Awareness, Response- ability, and Learning from One's Experience	Read/Watch before class ○ <i>College Students Should Study More</i> ○ <i>How to Move from Self-Awareness to Self-Improvement</i> ○ <i>To Improve Your Team, First Work on Your Self</i> ○ <i>Jonathan Haidt Podcast</i> In Class ○ Discuss readings ○ Initial Self-Awareness and Self-Management Reflection

Thursday, Sep 18	Class 5: Effective Oral Communication	Read before class ○ Chapter 14 of Stand up, Speak out: The Practice and Ethics of Public Speaking Watch before class ○ The Social Dilemma Documentary Submit before class ○ Self-Awareness and Self-Management Developmental Activity ○ Find a video of an effective business speaker (however you define it). Post the video on the discussion board along with what you found effective about them. In Class ○ Discuss the elements of successful speech delivery ○ Discuss the Public Narrative assignment, rubric, and peer assessment forms to give ample time to start preparing ○ Begin to brainstorm alumni to contact for feedback on your first draft of your Public Narrative
Monday, Sep 22	Class 6: PCSB Vision & Mission	Read before class ○ Manifesto for a Moral Revolution Summary Submit before class ○ <i>Responses to Questions about PCSB Mission, Vision, and Values and Manifesto for a Moral Revolution</i> In Class ○ Discuss our responses to the questions for the above assignment
Thursday, Sep 25	Class 7: Teaming	Read before class ○ <i>Leading Teams</i> reading and view <i>Interactive Illustrations</i> – 1-31 – on Canvas ○ <i>Tom Brady on the Art of Leading Teammates</i> – on Canvas Submit before class ○ Reading Reflection – <i>Leading Teams</i> In Class ○ Discuss <i>Leading Teams</i> reading

Monday, Sep 29	Class 8: Teaming	Read before class ○ <i>Leading Teams Reading and Interactive Illustrations</i> – 31-40 – on Canvas Although there is no formal written reflection to be submitted on Canvas, we want you to continue to follow the guidelines we used last class: ○ Find 2–4 passages in the <i>Leading Teams</i> pages 31-40 and in the <i>Secrets of Great Teamwork</i> article and explain why each is important in creating an effective self-managed team, and ○ What actions can you and your self-managed team take to incorporate this understanding to improve the likelihood your team will fulfill its purpose/achieve its impact? ○ Also, come with any questions or insights you have. In Class ○ Overview of Self-Managed Teaming Initiative ○ Former students will share their experience with their Self-Managed Teaming Initiative of course ○ Meet Alumni Mentors ○ Discuss <i>Leading Teams Reading and Interactive Illustrations</i> – 31-40 and <i>Secrets of Great Teamwork</i>
Monday, Oct 2	Class 9: Potential Impact Reflection and Formation of Self-Managed Teams	Read before class ○ There's more to life than being happy – on Canvas Watch before class ○ Sinek, Start with why ○ Amber Alert: The Power of Response-Ability Submit before class ○ <i>Potential Impact Reflection</i> assignment In Class ○ Self-organize into Self-Managed Impact Initiative Teams

Thursday, Oct 6	Class 10: Orienting Your Self-Managed Teams	Read before class ○ Self-Management ○ Evolutionary Purpose ○ Wholeness In Class ○ Discuss FriarHub ○ Brainstorm and Research Impact Initiatives
Thursday, Oct 9	Class 11: Team Purpose & Potential Impact Initiatives	Read before class ○ <i>Project Management for the Unofficial Project Manager</i> book, Introduction and Chapter 1 (pages 1-37) Review and Read before class ○ The “Golden Circle” part of the Sinek video ○ There are some useful resources online for how to create a “Why?” statement. Here is one. ○ The Nominal Group Technique document on Canvas to employ this technique to brainstorm Impact Initiatives ○ There are also company examples of “Why?” statements; do some Google searches. These will help your group create a Why? Statement Submit before class ○ Developing Your Self-Managed Team’s Why? Statement and Possible Impact Initiatives Assignment on Canvas In Class ○ Teams will share, discuss, and receive feedback on the Why? Statement and impact initiatives

Tuesday, Oct 14	Class 12: Public Narrative	Read before class ○ The Generosity Network, Connecting through narrative: The power of your story – on Canvas ○ How to Give a Killer Presentation – on Canvas ○ O’Hara, How to tell a great story – on Canvas Submit before class ○ <i>Developing Your Public Narrative</i> Assignment In Class ○ Share and receive verbal and written feedback from peers and instructor on Public Narratives ○ Quiz on Students Guide To Engaging With their Alumni Mentors
Thursday, Oct 16	Class 13: Key Stakeholders	You should have met with your Alumni Mentor and emailed your professor your Post-Meeting Reflection. Read before class ○ <i>Project Management for the Unofficial Project Manager</i> book, Chapter 3 (pages 38-76) In Class ○ Identifying Your Key Stakeholders Assignment ○ Discuss Key Stakeholders
Monday, Oct 20	Class 14: Strengths Report	Submit before class ○ Revised Public Narrative (receive feedback on your narrative from an alumni; integrate alumni feedback as well as peer and instructor feedback into your final submission). ○ Strengths Assignment In Class ○ Discuss <i>Strengths</i> assignment, reflection, and teaming initiative
Thursday, Oct 23	Class 15: Planning your Project	Read before class ○ <i>Project Management for the Unofficial Project Manager</i> book, Chapter 4 (pages 77-124) Submit before class ○ Mid-Point Self-Awareness and Self-Management Reflection ○ Project Planning: Mind Maps and Project Scheduling Assignment In Class ○ Discuss Project Scheduling

Monday, Oct 27	Class 16: Team Charter	Read before class ○ Chapter 5 (“Planning”) of <i>Project Management for the Unofficial Project Manager</i> book (pages 125-159) ○ <i>How to establish values on a small team</i> Watch before class ○ <i>TEDx - Are you an ideal team player? Patrick Lencioni</i> Complete before class ○ Team Peer Assessment Survey - you have been sent the link through email In Class ○ <i>Developing Your Visual Team Charter</i> assignment ○ Present Visual Team Charters
Thursday, Oct 30	Class 17: Accountability & Preparing for Team Presentation	Read before class ○ <i>The Right Way to Hold People Accountable</i> – on Canvas ○ <i>The Feedback Fallacy</i> – on Canvas ○ <i>12 Important Elements of a Successful Presentation</i> Submit before class ○ Self-Managed Teaming Initiative – Individual Update In Class ○ Discuss experience of receiving feedback and how to provide effective feedback and productively hold someone accountable using concept mapping ○ Discuss basics of successful presentations and introduce <i>HBR Guidebook</i> ○ Review rubric for self-managed team update presentation

Monday, Nov 3	Class 18: Self-Managed Team Update (#1)	You will do an in-class, semi-formal Team Status Report presentation for your classmates, based on your submitted <i>Self-Managed Teaming Initiative - Team Update</i> assignment Submit before class ○ Self-Managed Teaming Research Assignment ○ Self-Managed Teaming Initiative - Team Update In Class ○ Semi-Formal Team Status Report Presentations (following Team Update assignment) ○ Verbal feedback given from your instructor after presentations ○ Written feedback provided by your instructor and peers
Thursday, Nov 6	Class 19: 5 Dysfunctions of Teams	You should have met with your Alumni Mentor and emailed your professor your Post-Meeting Reflection. Read before class ○ <i>The Five Dysfunctions of Teams</i> - pages vii – 184 Submit before class ○ Reading Reflection – <i>The Five Dysfunctions of Teams</i> ○ ITP Metrics Conflict Management Styles Assessment In Class ○ Group #1 presents Chapter 1 of HBR Guidebook ○ Discuss <i>The Five Dysfunctions of Teams</i> based on Reading Reflection
Monday, Nov 10	Class 20: 5 Dysfunctions of Teams	Read before class ○ <i>The Five Dysfunctions of a Team</i>, The Model - pages 185 – 224 Submit before class ○ Self-assessment of presentation In Class ○ Discuss the <i>5 Dysfunctions of Teams</i>
Thursday, Nov 13	Class 21: Inner Game of Work	Read before class ○ The Inner Game of Work: Building Capability in the Workplace Submit before class ○ Reading Reflection – The Inner Game of Work: Building Capability in the Workplace

		In Class ○ Screen Time Activity ○ Discuss the <i>Inner Game of Work</i>
Monday, Nov 17	Class 22: Working Session	Self-Managed Teaming Initiative working session ○ Use class time to prepare your upcoming individual and team updates Complete before class ○ Group #2 presents Chapter 2 of HBR Guidebook ○ Team Peer Assessment survey – you have been sent the link through email
Thursday, Nov 20	Class 23: Self-Managed Teaming Initiative – Individual Update	Submit before class ○ Self-Managed Teaming Initiative - 2nd Individual Update In Class ○ Group #3 presents Chapter 5 of HBR Guidebook ○ Discuss individual feedback as a team and how to use the feedback to improve one's individual and the team's performance ○ Screen Time Activity Follow-up
Monday, Nov 24	Class 24: Self-Managed Team Initiative (#2)	You should have met with your Alumni Mentor and emailed your professor your Post-Meeting Reflection. Submit before class ○ Self-Managed Team Initiative – 2nd Team Update In Class ○ 15-Minute, Semi-Formal Team Update Presentation as preparation for Final Presentation (same rubric as first team update) ○ Verbal feedback given from your instructor after presentations ○ Written feedback provided by your instructor and peers
NO CLASS Thursday, Nov 27	Thanksgiving Break!	

Monday, Dec 1	Class 25: How We Relate to Others	Read Class Preparation Instructions on Canvas. You will present in your self-managed teams. Read before class ○ <i>Martin Buber: Are You 'Thou' or an 'It'</i> Watch before class ○ 60 Minutes Opioid Playbook Submit before class ○ Self-assessment of presentation In Class ○ Discuss readings and video
Thursday, Dec 4	Class 26: Leadership & Working Session	Submit before class ○ SET Leadership Reports for your teammates In Class ○ Group #4 presents Chapter 6 of HBR Guidebook ○ Review and discuss SET Leadership Reports
Monday, Dec 8	Class 27: Making an Impact & Working Session	Read Class Preparation Instructions on Canvas. You will present in your self-managed teams. Watch before class ○ Peter Singer TED Talk Read before class ○ Rob Henderson Article In Class ○ Discuss video and reading
Thursday, Dec 11	Class 28: End-of-Semester Reflection	You should have met with your Alumni Mentor and emailed your professor your Post-Meeting Reflection. Submit before class ○ End-of-Semester Reflection ○ Final Self-Awareness and Self-Management Survey Complete before class ○ Team Peer Assessment Survey - you have been sent the link through email.

		In Class ○ Group reflection on our shared experience this semester ○ Review criteria for final project presentation
Friday, Dec 19 11:00am– 1:00pm	Class 29: Final Presentations	Do not make travel plans to leave prior to your final assessment time, as you must attend your team's final presentation

This is your written agreement with the instructor regarding the purpose, direction, and requirements of this course. Any parts of the above syllabus and class schedule may change due to unforeseen circumstances. If changes to this syllabus and class schedule are made, I will notify you of them as soon as possible. **You are required to monitor the class Canvas site for changes. Once the syllabus has been updated on Canvas, it is your responsibility to be aware of it and adjust accordingly.**

PROVIDENCE COLLEGE POLICIES AND PROCESSES

You should read the current Providence College Catalog to become familiar with the College's academic policies and procedures. This includes, but is not limited to, academic integrity, sexual harassment, access to student records, student privacy, and other such issues. A few key policies follow.

Technology Policy

Laptops will not be allowed to be used during lectures. During activities that require the use of technology, you will be allowed to use your laptop but will put it away after the activity is complete. Cell phones are strictly prohibited during class.

Statement on Inclusivity & Diversity

"Providence College seeks to ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision making, and resolving to increase and retain the diversity, in its many forms, on campus."

On-Campus Academic Accommodations & Academic Support

The **Student Success Center (SSC)** is located on the second floor of the Phillips Memorial Library. The SSC offers a variety of academic support services, which are available both in person and online to all PC students, free of charge. Below is an abbreviated list of services. If you would like more information, please visit <https://academic-services.providence.edu/> or call (401) 865-2494.

Service	Contact/Make an Appointment
<u>Christie Family Tutoring Center</u> Peer tutoring is available in a variety of subject areas, including DWC.	Christie Family Tutoring Center: 401-865-2855 Writing Center: 401-865-1286
<u>Writing Center</u> Writing consultations are available at any stage of the process – from brainstorming an outline to polishing a final draft.	<u>For self-service online appt. scheduling:</u> 

Service	Contact/Make an Appointment
<u>Accessibility Services</u> 401-865-1121 The SSC facilitates equal access to College academic programs and activities for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.	Students who may require academic accommodations should visit https://academic-services.providence.edu/services/ or email accommodations@providence.edu
<u>Academic Coaching</u> 401-865-2679 Learning specialists are available to help improve your skills in a variety of areas, such as time management, note taking, and critical reading.	<u>English as a Second Language Support</u> 401-865-2673 Individualized support is available for students who are non-native English speakers seeking improvement on writing, reading, listening, and speaking skills.

Academic Integrity

I take academic integrity seriously because academic dishonesty precludes your learning and recognition of others' work. I will monitor all assignment submissions for violations of the academic integrity policy. You can find the Providence College policy on academic integrity [here](#).

I expect each student to understand the Providence College policy on academic integrity. If you have questions about the College's policy or how to properly cite an author, please ask me about it. Ignorance of the academic integrity policy is no excuse. For this class, you will use the [American Psychological Association \(APA\) formatting guidelines](#). You are expected to properly document all sources used, both in the bibliography and in-text citations.

You must properly document all sources used, both in bibliographic format and through proper citation within the text itself. This does not just apply to research papers. It also means that you need to identify where information and data were obtained and when it is presented.

Academic dishonesty will, at a minimum, result in the student receiving a 0% on the assignment in which the academic dishonesty occurred and, depending on the egregiousness of the offense (something beyond an error in judgment), failure of the course.

Artificial Intelligence

Given the increased pervasiveness of AI programs utilizing LLM technology (e.g., ChatGPT, Copilot, Grammarly, Gemini, etc.), we understand the temptation to use these technologies to help with your coursework. While these models are adept at serving as a thinking partner and helping you better understand concepts, unlock creativity, and express yourself more clearly, they are not without serious shortcomings.

Your instructor cares about your ability to find a job and grow as a person over the next four years.

Using these tools as a substitute for critical thinking, rather than a complement, will make you ill-prepared to understand the fundamentals of business and be articulate in situations without these chatbots present (e.g., meetings, interviews, and networking events). *Most importantly, these technologies cannot provide insight into you as a human being:* your strengths and weaknesses, past experiences, and growth. Therefore, below are outlined the specific cases in which you can and can't use them:

You can use AI programs to:

- Brainstorm ideas when starting an assignment
- Help you devise an outline for how to structure a writing assignment
- Proofread and spellcheck your work

You can't use AI programs to:

- Write assignments for you or copy and paste anything directly from the chatbot
- Use it for any of the reflection assignments since it will give shallow, generic responses about personal experiences and will not allow you to increase your self-understanding and learn the essential management and leadership skill of self-reflection
- Provide citations or historical and business examples since it often “hallucinates” and makes up facts

Your instructor will use AI plagiarism software that checks whether you are adhering to these rules. The first time your assignment is flagged for suspicious activity, you will receive a warning; every time afterward, it will result in a zero on the assignment. If you are unsure about whether you are appropriately or accurately using an AI program, please contact your instructor.

Description of Course Fulfillment of the Federal Definition of Credit Hours

For each hour of credit (most courses have 3 credits) the expectation is academic engagement of at least one hour in class and two hours out of class over a period of 15 weeks (or the equivalent).

The College's deadlines for course registrations, course withdrawals, changing to pass/fail, etc. are reflected on the [academic calendars](#). In addition, general related comments from the Office of the Registrar can be found [here](#).

Information on Classroom Safety Policy & Emergency Exit Procedures

Upon activation of the building fire alarm, all occupants must exit to a position safely away from the building. If you require assistance during an emergency, please contact the instructor so that arrangements can be made in advance. Students are encouraged to become familiar with the locations of emergency exits.

Copyright Protection

Materials used in connection with this course may be protected by copyright law. Additionally, students may not share class materials without the express permission of the instructor. For more information, including Fair Use guidelines, please [click here](#).