

MGT 4192
IMPACT Forum
Fall 2017

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I try to respond to all e-mails within one business day. If you don't receive a response within this time frame, please send a reminder. Please put MGT 4192 on subject line for all correspondence to facilitate quick response.

Class Room: 100 Class Time: 4:30 pm - 5:45 pm MW

Office Hours: 2:00 pm - 4:00 pm on MW, immediately after class, or by appointment.

REQUIRED READING MATERIALS

Course packet from Harvard Business Publishing.

<http://cb.hbsp.harvard.edu/cbmp/access/65889812>

Rath, Tom. (2007). Strengths Finder 2.0. Gallup Press: New York.

You must purchase a new version so you have the code, which will allow you to complete the Strengths Finder on-line assessment. Available through GT bookstore, Amazon, Barnes & Noble.

COURSE OBJECTIVES

Each individual has a unique capacity to contribute his or her expertise, talents, insights, and experiences to create a significant *Impact* in his or her life and in the lives of others. The objectives of this course are to:

1. Investigate, discuss, and develop key knowledge and skills for creating personal *Impact*.
Examples of these competencies include:
 - a. Self-Awareness – the knowledge of self; also, knowledge of a broad range of perspectives, points of view, and possibilities.
 - b. Critical-thinking – the ability to investigate and assess situations, opinions, and actions.
 - c. Communication – the ability to write and speak in a way that ensures one's message is received; the ability to listen in a way that stimulates open and frank exploration of ideas and feelings.
 - d. Leadership – the ability to attain the voluntary participation of others in an effort to reach goals.
 - e. Teamwork – the ability to work with others to accomplish goals.
 - f. Change – the knowledge and ability to identify and execute change.
2. Explore the concept of *Impact* across a range of environments, the world we live in, and the world we want to live in.

3. Leverage and expand the content of the speaker series and other class activities to determine the why, when, where, and how of making an *Impact*.

COURSE DESCRIPTION

The course is organized into three conceptual sections:

1. *Personal Competence*. The purpose of this section is to create awareness of the personal attributes we bring to our lives and to the lives of others. Readings, video clips, class exercises, and discussions focus on personal and interpersonal concepts and skills – primarily as they relate to our professional lives.
2. *Impact Examples*. The purpose of this section is to present organizations and individuals that have had an *Impact*. The *Impact* series, readings, class exercises, and discussions focus on exploring the range, attributes, and effect of the examples.

The purpose of the *Speaker Series* is to expose students to individuals and organizations that have had an *Impact*. Through their personal views, the speakers address the concepts of innovation, leadership, values, sustainability, change and *Impact*. Through the presentations and question/answer periods that follow, students have a first-hand opportunity to hear and understand a broad range of environments, concepts, approaches, styles, and results.

3. *Experiential component*. The purpose of this section is to create first hand experiences for students so they can have an impact on the communities in which they live. This section will focus on engaging in service to others by tapping into students' strengths areas with the purpose of enriching and applying ideas and values discovered in the first two sections of the course.

CLASS FORMAT

This is not a lecture-based class. Classes consist primarily of small group discussions and speaker sessions. The primary focus is on introspection, personal growth, and development. The speakers and classes will expose you to a variety of topics and ideas. The assignments are focused on further application, introspection, and analysis of those topics and ideas. This is one of the classes that require your active participation. In order to use class time effectively, it is critical that you complete readings and assignments prior to the date they will be covered in class.

When an *Impact* speaker is scheduled, you are expected to attend the series from 4:30 pm – 6:00 pm in the LeCraw Auditorium on the first floor of Tech Square. On days when no speaker is scheduled, the class will meet in the classroom (unless otherwise noted in the tentative schedule of class sessions or announced in class). You are dismissed from the speaker session when the Q&A period is finished.

GRADING

Individual Papers		Value
	Initial Reflection Paper	5%
	Reading & Speaker Identify, Analyze, Generalize (IAG) Papers (10/11)	20%
	Final Reflection Paper	25%
Group Work		
	Group Facilitation of a Class Session	10%
	Group-based Project and Presentation	25%
	In-class Group Assignments	5%
Class Participation and Quote of the Day		10%
Class Attendance		Deduction (from participation grade)
Total		100%

Detailed instructions for assignments will be provided in class and will be available as separate handouts on Oscar. Papers should be submitted in 12-point, Times New Roman font, double-spaced, with 1-inch margins. Traditional rules for writing apply and will be part of the grade (e.g., standard English rules of prose, grammar, punctuation, capitalization). You should bring a hard copy of your papers to class (unless otherwise noted) on the day they are due.

Late papers will only be accepted for up to 24 hours after the time due and they will be penalized a grade level. Papers that are more than 24 hours late will NOT be accepted.

GRADING SCALE

The grading scale is as follows and final grades are strictly non-negotiable.

- A: 90 - 100
- B: 80 - 89.9
- C: 70 - 79.9
- D: 60 - 69.9
- F: < 59.9

CLASS PARTICIPATION

Each student is expected to actively participate (speak and listen) in class and in small group discussions. Students are encouraged to ask questions during the IMPACT speaker series.

Each student is also expected to bring class a Quote of the Day once during the semester. The quote can be from any person (dead or alive) that has had an *impact*. On the day you bring your quote, you also need to submit a brief written description of the person, why and on what he or she had an impact, and what the quote means in terms of impact (no more than 6-10 sentences). Not bringing a quote for the whole semester will lead to a grade level deduction from your participation grade.

Participation requires preparation and having done assignments and readings prior to class. I expect students to come to class having read and thoughtfully considered the materials assigned. Also, I require students to complete research on each speaker and his/her organization. What is interesting or unique about the individual or organization? What would you like him/her to address? Develop two or three questions that you would like to have the speaker answer. The purpose of the speaker research is to enhance students' analytical and critical thinking skills as well as to prepare a context within which the student can listen to the speaker.

CLASS ATTENDANCE (Deduction)

Attendance will be taken every class. There are two (2) 'no questions asked,' grace days, where you can be absent from class and not be penalized. Every unexcused absence beyond the grace days will each result in three (3) point deduction of your participation grade. Exceptions are excused absences due to job interviews, illness (with doctor signed notes), family-related medical emergencies, and official Tech business.

I will take attendance every class period and at the *Impact* speaker series. Besides being integral to the course, the speakers are our guests and it is important to the Scheller College of Business that the lectures be well attended. Check in with me before to ensure you receive attendance credit.

A note for the Impact Series: Failure to check in with me up-and-until 10 minutes after class starts means you will be marked as absent. If the Speaker has begun their talk, you must still check in with me *during* their talk if you do not want to be marked as absent (provided it is still up-and-until 10 minutes after the class has started). If you check in with me at the end of the talk, you may be marked absent.

Tardiness:

I *strongly* encourage you to come to class on time, preferably a few minutes early to prepare. It is extremely disruptive to the class when someone arrives late. Showing up late shows disrespect toward your fellow students, our speakers (who are our guests) and me. So, please be considerate!

In the event that you are late to class, or you decide to leave early from class or the Impact Speaker Series, you must ensure that that time is not greater than 10 minutes; otherwise, I will consider you not in attendance from class.

SPECIAL NOTE ON PEER EVALUATION

Because 40% of your final grade will be based on collaborative work that you accomplish with your group members and I can't observe everyone's contribution to these assignments during the semester, you will be evaluating the quality and quantity of your team mates' contribution to the group at the end of the semester. If the average evaluation of a group member's contribution is less than 3 on a 5-point scale, that member will lose 25% of all group points, if less than 2, s/he will lose 50% of all group points, and if less than 1, s/he will lose 75% of all group points. Those with an average of 3 and above will get full credit for all group work completed.

EXTRA CREDIT*

There are three opportunities for extra credit:

2 points on your final grade: Introduce one of our *Impact* speakers. Unfortunately, this is limited by the number of speakers we have. I will randomly draw names for this opportunity.

3 points on your final grade: Bring a media submission (e.g., newspaper article, film clip, song, etc.) to share and facilitate discussion in class that pertains to *Impact*. The media submission must be accompanied by a short (6-10 sentences), well-written discussion of how the submission is related to the material we are currently covering in class. This extra credit can be used up to two times.

1 point on your final grade: Ask a thoughtful and respectful question to one of our speakers. Though you are encouraged to ask questions to all of our speakers, this extra credit can be used up to three times.

*No more than 5 points in total can be added to your final grade as extra credit.

LAPTOPS, MOBILE PHONES, AND OTHER ELECTRONIC DEVICES IN CLASS

You are encouraged to come to class with electronic devices so you can complete in-class assignments, do a quick search of topics of interest, speakers and companies, participate in polls, take notes etc. In other words, these devices are solely allowed for the purpose of facilitating and enriching the class discussion and experience.

Using these devices for other purposes is not allowed and will not be tolerated. If I observe that you use your electronic devices for non-class related purposes, you will be marked absent (i.e. unexcused absence) from that class.

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, then please contact Disability Services, visit www.adapts.gatech.edu, call (404) 894-2563, or go to 353 Ferst Drive, Suite 210. No

accommodations will be provided to students unless they are registered with ADAPTS-Disability Services Program.

SCHOLASTIC DISHONESTY

Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Scholastic dishonesty by a few is grossly unfair to the majority of students who are honest. Cases of apparent scholastic dishonesty will be pursued to the fullest extent allowed by University regulations. Note that obtaining details/help on tests and assignments from students previously enrolled in the course is considered scholastic dishonesty. Please help us help you keep the grading fair and the learning opportunity in MGT 4192 as equitable as possible.

Adhere to the Georgia Tech Honor Code

Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant;
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
- Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
- Forgery, alteration or misuse of any institute document relating to the academic status of the student.

TENTATIVE SCHEDULE OF CLASS SESSIONS

Week	Date	Topic	Readings/Assignments/Deliverables
1	21-Aug-17 M	Course Overview, Syllabus Review	
	23-Aug-17 W	IMPACT Discussion	<p>Reflection questions: Consider the word IMPACT and those who have had an IMPACT on you. Use the dictionary, wiki, or any other resource you'd like - to develop your personal definition of IMPACT. What characteristics do those who have IMPACT share? Bring information about an individual who fits your personal definition for having an impact. Bring a quote that reflects your definition of having an impact. What stands in our way of having IMPACT? What are some of the areas in which YOU would personally like to have an impact?</p>
2	28-Aug-17 M	Reading discussion – Core Values	<p><i>Initial Reflection Paper Due</i> <i>IAG1 (Badaracco) Due</i> Reading: The Discipline of Building Character, Badaracco.</p>
	30-Aug-17 W	Reading discussion – Managing Oneself	<p><i>IAG2 (Drucker) Due</i> Reading: Managing Oneself, Drucker.</p>
3	4-Sept-17 M	Labor Day – No Class	
	6-Sep-17 W	\$5 Making an Impact Group Project	
4	11-Sept-17 M	Reading discussion – Giving Others	<p><i>Group Project Presentations and Competition</i> <i>IAG3 (Bruch & Walter) Due</i> Reading: The Key to Rethinking Corporate Philanthropy</p>
	13-Sept-17 W	James Collins, Retired President, Chick-fil-A	

Week	Date	Topic	Readings/Assignments/Deliverables
5	18-Sept-17 M	Collins debrief, Reading discussion – Core Values	<i>IAG4 (Collins; Lencioni) due</i> Reading: Make your Values Mean Something, Lencioni. <i>Group 1 presents and facilitates</i>
	20-Sep-17 W	Jenny Levison, Founder, Souper Jenny	
6	25-Sept-17 M	Levison debrief Reading discussion – Core Values	<i>IAG5 (Levinson; Kanter)</i> Reading: How Great Companies Think Differently, Kanter. <i>Group 2 presents and facilitates</i>
	27-Sept-17 W	Adam Zimmerman, VP of Marketing, Atlanta Braves	
7	2-Oct-17 M	Zimmerman debrief Reading discussion – Giving Others Introduction to Giving Others Group Project	<i>IAG6 (Zimmerman; Cycyota, Ferrante, Schroeder)</i> Reading: CSR and Employee Volunteerism, Cycyota, Ferrante
	4-Oct-17 W	Kevin Scott, Co-Founder, ADDO	
8	9-Oct-17 M	Fall Recess – No Class	
	11-Oct-17 W	Jimmy Love, CEO, PrintPack	
9	16-Oct-17 M	Scott and Love debrief Reading discussion - Leadership	<i>IAG7 (Scott; Love; Heifetz & Laurie)</i> Reading: The Work of Leadership, Heifetz & Laurie. <i>Group 3 presents and facilitates</i>
	18-Oct-17 W	Stan Chia, COO, Grub Hub	
10	23-Oct-17 M	Chia debrief Reading discussion - Ethics	<i>IAG8 (Chia; Bazerman & Tenbrunsel)</i> Reading: Ethical Breakdowns, Bazerman & Tenbrunsel. <i>Group 4 presents and facilitates</i>
	25-Oct-17 W	Angela Nahikian, Director of Global Sustainability, Steelcase	

Week	Date	Topic	Readings/Assignments/Deliverables
11	30-Oct-17 M	Nahikian debrief Reading discussion - Social Entrepreneurship	<i>IAG9 (Nahikian; Porter & Kramer)</i> Reading: Creating Shared Value, Porter & Kramer.
	1-Nov-17 W	Randy Lewis, Author of No Greatness without Goodness and Former Senior VP, Walgreens	
12	6-Nov-17 M	Lewis debrief, Reading discussion - Reading discussion – Self-awareness	<i>IAG10 (Lewis; Schoemaker & Gunther)</i> Reading: The Wisdom of Deliberate Mistakes, Schoemaker & Gunther.
	8-Nov-17 W	Daniel Shoy, JR, President, East Lake Foundation	
13	13-Nov-17 M	Shoy debrief Self-Awareness - Strengths Finder 2.0 (Rath)	Complete self-assessment on Strengths Finder and bring book to class
	15-Nov-17 W	Mary Laschinger, CEO, Veritiv	
14	20-Nov-17 M	Self-Awareness - Strengths Finder 2.0 (Rath)	<i>IAG11 with special instructions (Rath)</i>
	22-Nov-17 W	Thanksgiving Break – No Class	
15	27-Nov-17 M	IMPACT movie and discussion	
	29-Nov-17 W	IMPACT movie and discussion	
16	4-Dec-17 M	Group Project - Making an Impact Presentations	
	6-Dec-17 W		<i>Final Reflection Paper Due by 8:00 pm</i> <i>Peer Evaluations of Group Members Due by 8:00 pm</i>