MANAGING AND LEADING ORGANIZATIONS

MBAD 504

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Office: 330 J.C. Long Building
Hours: M-F 10:00-11:00 a.m.
(and at other times by appointment)
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Class time/location: MW 8-10:40 a.m. (11184)
TATE 207

Course Description
In this course, students apply critical thinking in their analyses of organizations, employing a variety of perspectives. The course focuses on managing self, others, goals, and processes. Through contemporary projects and cases, students develop leadership and management capabilities that are ethically sound, globally aware, and environmentally sustainable.

Course Learning Objectives
1. To develop an enhanced understanding of the existence of multiple paradigms invoked to analyze organizations. Students will develop an appreciation for the multiple perspectives of organizations and management, including structural, human resource, political, and symbolic. Students will develop an enhanced appreciation for the multiple perspectives of organizational effectiveness (beyond maximizing shareholder returns).
2. To develop an enhanced understanding of the ongoing transformation from traditional command-and-control organizations to high-performing organizations and to develop the capacity to lead and manage in these “new world” organizations.
3. To develop an enhanced appreciation for management as a social activity, rather than a mechanical one. Students will be able to understand management and managing is more than just “managing people” and includes managing oneself, managing teams, managing goals, and managing processes.
4. To develop an enhanced understanding of the organization as embedded in an environment that includes factors that are historical, political, social, geographic, and economic conditions. To develop the responsibility of the manager in making ethical and socially responsible decisions as a member of the organization. Particular issues of focus include globalization, sustainability, ethics and social responsibility, and public policy.
5. To make cognitive linkages between their theoretical knowledge and practical business applications through a class project and case writing assignments in which students confront the complexity and uncertainty of global managerial decision making and problem solving.
6. To develop specific managing skills such as managing teams and projects, presentation, and communication skills, planning and organizing skills, giving and receiving performance feedback, and more.

Organization and Format
The organization of this course is based heavily upon the “learning by doing” philosophy. Although the instructor will use some degree of the traditional lecture approach to provide the basic tools for students to address challenges of the course, a very large degree of the course’s organization will consist of the presentation and discussion of student cases that synthesize topics from the textbook readings. A typical class session will be a mix of lectures reviewing the key topic of that day intermixed student presentations and an open discussion of the day’s material.
GRADING POLICY

Individual analytical and communication skills account for 60% of your final grade. To earn this credit, you will be evaluated in the following three ways:

1. **Strategic Concept Synthesis and Application Brief Report and Presentation**
   a. You will be assigned a class session where you will present a brief synthesis of material from the textbook topic scheduled for that day. You will be assigned a topic by the instructor. A detailed checklist will guide your work, and your presentation will be limited to 10 minutes followed by a brief classroom Q&A discussion. You will also upload your brief (limited to one page in length) to an OAKS discussion board so your classmates can comment on your work (and earn credit). The instructor will grade the quality of your report on a 0-10 scale and evaluate the quality of your presentation on a 0-10 scale.

2. **Strategic Concept Synthesis and Application Brief Discussion Board Participation**
   a. You will earn credit by joining the online discussion of other students’ briefs. You may choose to comment on any 10 posts during the term and the instructor will evaluate the quality of your participation on a 0-3 scale for each of the 10 posts.

3. **Learning Enrichment Participation**
   a. You can earn up to 10 possible points of credit by writing a reflection paper for one of these 2 experiences:
      - Participation in a University-sponsored professional coaching experience…or…
      - Completion of the Truist Emerging Leaders Certification program

Teamwork will account for the other 40% of your final grade. It will be evaluated by your performance in working with 7-8 other students to develop and present a final project where your team will act as a consulting group evaluating the management and leadership qualities of a real world organization of your choosing (subject to approval by the instructor), and providing actionable recommendations. To earn this credit, you will be evaluated in the following ways:

1. **Consulting Group Assessment and Recommendations Report**
   a. A detailed checklist will guide your group’s work, and you will upload your group’s report (limited to 20 pages in length) to OAKS. The instructor will grade the quality of your group’s report on a 0-20 scale.
   b. Your presentation of the contents of your report will be made on December 8, the final exam period scheduled for this course. Your group’s presentation will be limited to 15 minutes followed by a brief classroom Q&A discussion. The instructor will evaluate the quality of group presentations on a 0-10 scale.
   c. As a safeguard against “slacking,” and as a precursor to real world peer evaluations in your future, each group member will evaluate their colleagues on a 0-10 scale to be completed immediately following the final presentations on December 8.

The table below outlines the grading parameters for the course:

<table>
<thead>
<tr>
<th>Evaluated Projects</th>
<th>Source of Evaluation</th>
<th>Possible Grade Points</th>
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</thead>
<tbody>
<tr>
<td>1) Individual Work</td>
<td></td>
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<tr>
<td>- Strategic Concept Synthesis and Application Brief Report</td>
<td>Instructor</td>
<td>10</td>
</tr>
<tr>
<td>- Strategic Concept Synthesis and Application Brief Presentation</td>
<td>Instructor</td>
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</tr>
<tr>
<td>- Strategic Concept Synthesis and Application Brief Discussion Board Participation</td>
<td>Instructor</td>
<td>10</td>
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<tr>
<td>- Learning Enrichment Experience Reflection Paper</td>
<td>Instructor</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Individual subtotal</strong></td>
<td><strong>60</strong></td>
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<tr>
<td>2) Consulting Group Project</td>
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<tr>
<td>- Assessment and Recommendations Report</td>
<td>Instructor</td>
<td>20</td>
</tr>
<tr>
<td>- Assessment and Recommendations Report Presentation</td>
<td>Instructor</td>
<td>10</td>
</tr>
<tr>
<td>- Consulting Group Peer Evaluation</td>
<td>Teammates</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Teamwork subtotal</strong></td>
<td><strong>40</strong></td>
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<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
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**Grade Scale**
To determine your final letter grade for the course, simply add up the points you earn from the above projects and compare them with the grade scale below:

- A+ 98-100
- B+ 88-89
- C+ 78-79
- D+ 68-69
- A 92-97
- B 82-87
- C 72-77
- D 62-67
- A- 90-91
- B- 80-81
- C- 70-71
- D- 60-61

**Extra Credit**
No extra credit will be granted in this course.
INSTRUCTOR’S EXPECTATIONS

Attendance
All students are expected to attend class. In fact, the instructor’s expectation is that you will maximize your investment in this course by attending as many sessions as possible. Therefore, attendance will not account for a portion of your grade, although it may help you in some borderline situations (for example, if you are within less than a full point of the next highest grade). A class roster will be circulated within the first 10 minutes of each session for sign-in; those arriving after 10 minutes will not be permitted to sign in and be considered absent. The instructor reserves the right to penalize students who abuse the attendance policy by adjusting grading (downward) accordingly.

Electronic Devices
Cell phones must be placed on vibrate mode during class and only used to check time. You may leave your phone on the top of the desk, but please do not use it for texting, surfing, or shopping. If you do, you will be asked to leave the classroom to complete your task—but you will not be permitted to return for the remainder of class. Laptops are welcome for note taking, but students using laptops must sit in the first two rows of the classroom.

Communications with Instructor
All communications with the instructor will take place in person during class sessions, during office hours, or via email. All emails must follow professional standards, including a subject line and the use of complete sentences. I will strive to return your email within 24 hours, as in the real world, and I will expect you to do the same.

Assignments
Late hand-ins of projects, discussion board posts, and all other assignments will not be accepted.

Presentations
Standard business attire is required for individual presentations and for the final presentation, just as in the real world.

Honesty Policy
Since this course will simulate a real-world environment, professional plagiarism standards will be enforced. Therefore, if any dishonest practices are discovered, the result will be instant failure for the assignment, and if serious enough, for the entire course. This includes copying a fellow student’s digital work, making cosmetic changes, and then turning it in as your own work.

Lying, cheating, attempted cheating, and plagiarism are violations of the College’s Honor Code that, when identified, will be investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for 2 years after which the student may petition for it to be expunged. The student may be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) by the Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. The complete Honor Code and all related processes are outlined in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Students with Disabilities
Students approved for SNAP Services should meet with me after class or during my office hours during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). The College and I will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104.
OAKS
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Inclement Weather /Emergency Preparation
If the College closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

SCHOOL OF BUSINESS EXPECTATIONS

1) Global and Civic Responsibility: Students will be able to identify and define social, ethical, environmental, and economic challenges at local, national, and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. *Via readings and discussion, students will be expected to see how issues that exist within organizations are influenced by factors occurring at a local, national, and international level.*

2) Intellectual Innovations and Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. *Students will be faced with problems to solve throughout the semester, specifically in the form of exams that require integration of ideas across readings and a comprehensive final project.*

3) Synthesis: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. *Students will be expected to integrate ideas from multiple sources in order to solve problems, explain positions, etc. They will keep a record of key insights in a personal learning journal.*

4) Communications Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. *Students will have opportunities in class discussion, formal reports and presentations, and team discussion to hone written and oral communication skills.*
## Course Schedule

<table>
<thead>
<tr>
<th>October</th>
<th>Presenters</th>
<th>Wednesday</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| 11      | **Course intro and orientation**  
          *Ch. 1 What is leadership?* | 13 **Ch. 2 Leader development**  
          *Ch. 3 Developing yourself as a leader* |  | |
| 18      | *No Class*  
          *Fall Break* | 20 **Ch. 4: Power and influence**  
          *Power and influence, 101*  
          *Sources and types of power, 105*  
          *Leader motivation, 119*  
          *Types of influence tactics, 122*  
          *Ch. 5: Values, ethics, and character*  
          *Authentic and servant leadership, 148*  
          *Ethics and values in leadership, 153* | 25 **Ch. 6 Leadership attributes**  
          *Personality traits in leadership, 168*  
          *OCEAN model, 173*  
          *Personality types and leadership, 181*  
          *Emotional intelligence and leadership, 183*  
          *Intelligence in effective leadership, 191*  
          *Ch. 7 Leadership behavior*  
          *Leadership grid, 230* | 27 **Ch. 8 Developing personal skills**  
          *Building credibility, 267*  
          *Effective communication, 270*  
          *Active listening and nonverbal behavior, 275*  
          *Assertiveness and leadership, 277*  
          *Conducting productive meetings, 281*  
          *Stress management techniques, 283*  
          *Ways to improve creativity, 293* |  | |
| 25      | **Ch. 7 Leadership behavior**  
          *Leadership grid, 230* | 27 **Ch. 8 Developing personal skills**  
          *Building credibility, 267*  
          *Effective communication, 270*  
          *Active listening and nonverbal behavior, 275*  
          *Assertiveness and leadership, 277*  
          *Conducting productive meetings, 281*  
          *Stress management techniques, 283*  
          *Ways to improve creativity, 293* |  | |
| November | **Ch. 9: Follower motivation**  
          *Motivation and Effectiveness, 314*  
          *Understanding follower motivation, 320*  
          *Achievement Orientation, 325*  
          *Goal Setting, 331*  
          *Operant Approach: Rewards and Punishment, 333*  
          *Empowerment, 338* | 3 **Ch. 10: Follower satisfaction**  
          *Influencing follower satisfaction, 356*  
          *2 theories of job satisfaction, 365*  
          *How to improve employee engagement, 369* |  | |
| 1       | **Ch. 12 Group and team leadership**  
          *Contrast individuals, group, and teams, 417*  
          *Nature of groups, 419*  
          *Effective teams and, team building, 429*  
          *Team leadership model, 435*  
          *Virtual teams, 445*  
          *New leadership models on the horizon, 451* |  |  | |
| 8       | **Ch. 10 Follow-up**  
          *Assessing the effectiveness of the group* |  |  | |
| 15      | **Ch. 13 Skills for developing others**  
          *Guest Speaker: Dr. Shawn Edwards, Chief Inclusive Excellence Officer, The Citadel*  
          *Setting effective goals, 459*  
          *Providing constructive criticism, 461*  
          *Team building in work teams, 465*  
          *Building teams using the rocket model, 469* |  |  | |
| 22      | **Ch. 15: Contingency leadership theories**  
          *Leader-Member Exchange Theory, 532*  
          *Situational Leadership Model, 534*  
          *Contingency Model, 538*  
          *Path-Goal Theory, 544* |  |  | |
| 29      | **Ch. 17: Bad side of leadership**  
          *Destructive leadership, 615*  
          *Managerial incompetence, 619*  
          *Managerial derailment, 625*  
          *10 root causes of managerial incompetence, 631* |  |  | |
| December | **Ch. 18: Skills to manage change**  
          *Creating a compelling vision, 668*  
          *Identifying, and resolving conflict, 672*  
          *Effective negotiations, 677*  
          *Diagnosing performance issues, 678*  
          *Team building in top management, 680* |  |  | |
| 6       | **No Class**  
          *Beginning of Finals Week* | 8 **Group Consulting Project**  
          *Final Presentation* |  | |
Project Parameters:
Present a brief synthesis of material from the textbook topic you have been assigned. Your presentation will be limited to 10 minutes (strictly timed) followed by a brief classroom Q&A discussion. Please also upload your brief (limited to one page in length) to an OAKS discussion board so your classmates can comment on your work (and earn credit). The instructor will grade the quality of your report on a 0-10 scale and evaluate your presentation quality on a 0-10 scale. Please cover the following topics:

1) **Topic and source**
   - Briefly identify yourself, your topic, and the chapter and the exact page numbers where it is covered in the textbook

2) **Brief topic synopsis**
   - Provide a brief synopsis of the topic, including all these relevant details:
     - Who?
     - What?
     - When?
     - Why?
     - Where?
     - How?

3) **Your 3 key take-aways about the topic**
   - Briefly summarize the top 3 things you take away from the topic, in your own words
     - Take-away #1:
     - Take-away #2:
     - Take-away #3:

4) **Where have you heard this topic before?**
   - Briefly describe any other courses or readings where you may have heard about this topic before

5) **Relevance to the course**
   - Briefly discuss how the topic is relevant to the management and leadership theme of the course

6) **Is the textbook’s explanation of the topic still relevant in the business world of 2021?**
   - Rate on your sentiment on the 1-10 scale below and explain your position:

<table>
<thead>
<tr>
<th>This concept is outdated</th>
<th>This topic is still very relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</tbody>
</table>
   - If you rated the topic as outdated above (scores of 1-4), what do you think a more relevant interpretation of the topic would be in 2021 and in the future? Please explain in detail.

7) **Do you agree with the textbook’s explanation of the topic?**
   - Rate on your sentiment on the 1-10 scale below and explain your position in detail:

<table>
<thead>
<tr>
<th>I strongly disagree with this explanation</th>
<th>I strongly agree with this explanation</th>
</tr>
</thead>
<tbody>
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8) **Practical applications**
   - Provide at least one example of a “real life” application of the topic including:
     - An explanation of a specific experience you have had with the topic in your own personal or professional life, and how your experience may or may not differ from the topic described in the textbook

9) **One line summary of the topic**
   - Condense this concept down to one-two sentences that explains it in a simple way everyone in the class understands

10) **Classroom discussion** (not counted in timed 10-minute presentation)
    - Conduct a classroom discussion which helps to illustrate the topic noted above. The discussion could include a series of questions, a game, or whatever creative way you can think of which:
      - a) involves everyone in the class
      - b) is directly related to the topic at hand (you will lose points for irrelevancy)
      - c) helps to explain the topic in a way everyone can understand
Consulting Group Final Project Checklist

Project Parameters:
Develop a report analyzing the leadership style employed at your client’s organization (limited to 20 pages in length) and upload it to OAKS. The instructor will grade the quality of this report on a 0-20 scale. Present the contents of your report on December 8, the final exam period scheduled for this course. Your group’s presentation will be limited to 15 minutes followed by a brief classroom Q&A discussion. The instructor will evaluate the quality of group presentations on a 0-10 scale. As a safeguard against “slacking,” and as a precursor to real world peer evaluations in your future, you will evaluate your colleagues on a 0-10 scale to be completed immediately following the final presentations.
Please cover the following topics:

1) □ Your group name and client contact info
   - Your consulting group’s name
   - Your client organization’s name (must be within 1-hour drive time of Charleston)
   - Name, email and phone number of your contact at your client’s organization
   - Time(s) and date(s) of your in-person and/or virtual briefing(s) with the client (must total at least 1 hour in length)

2) □ Brief background of your client’s organization
   - Including a brief history of its founding, development, headquarters, and description of its major operations along with a detailed discussion to add context

3) □ Your client’s current mission, vision, and overall strategic objective(s)
   - Typically sourced from client website; please provide accompanying detailed discussion to add context

4) □ Your client’s organization chart, focused primarily on upper level management
   - Should include the location of your contact in the client organization and include a detailed explanation to add context

5) □ Product life cycle stage for your Client’s industry
   - Must include 10 years of sales revenue and operating profits (IVA) for the industry where your client competes and be accompanied by a detailed discussion to add context

6) □ Your client’s recent performance metrics
   - Should include 5 years of sales revenue and operating profits (IVA); if your client is privately held, please estimate; also discuss in detail to add context

7) □ SWOT assessment of your client’s current situation
   - Provide detailed discussion of your assessments and address each of the 5 major macroenvironmental forces:
     - Socio-Cultural - Economic - Technological - Competitive - Regulatory

8) □ Your group’s assessment of the leadership style of the client organization’s top management
   - Use the following 5 strategic frameworks as your guide to analyze and illustrate your Client’s position on each one, accompanied by detailed rationale for all of your positions:
     1) OCEAN Model (page 177); illustrate your assessment of the Client’s top management in a graph like on page 178
     2) Leadership Grid (page 231); estimate and plot the Client’s top management leadership style on a map like on page 231
     3) Team Leadership Model (page 438); estimate and illustrate your assessment at each level of the pyramid like on page 438
     4) Rocket Model (page 470); estimate and illustrate the Client’s results as part of a diagram like on pages 476-477
     5) Horizontal vs. Vertical Leadership Development (Henley, 2020; see citation below); estimate and rate the Client’s top management leadership style on the following 1-10 scale:

     | Primarily horizontally driven | Primarily vertically driven |
     |-------------------------------|---------------------------|
     | 1 2 3 4 5 6 7 8 9 10         |

9) □ Your group’s assessment of the overall effectiveness of the client’s leadership based on the 1-10 scale below
   - Provide a detailed explanation and rationale for your position:

     | Very ineffective | Very effective |
     |-------------------|----------------|
     | 1 2 3 4 5 6 7 8 9 10 |

10) □ Recommend 3 measurable and actionable actions to improve the effectiveness of your client’s organization
    - Provide a detailed explanation and rationale for each of your recommendations


7
If you are working with an executive coach, you should follow this option. If you also completed Truist leadership certificate, it is not necessary to comment on that experience. If you would like to do so, please include your reflections on the certificate program in the “conclusions” section below (and not in the other sections).

Write a short paper synthesizing what you have learned in your coaching process to date. The paper should be no more than 750 words and should include the following topics:

1. **Preparation and expectations: Discuss your preparation process.**
   - How did you prepare for each coaching session?
   - What captured your attention or focus in preparing for the session?
   - What were your expectations going in? How were those expectations met (or not)?
   - How will you prepare similarly or differently for future coaching sessions?

2. **General patterns and key components: Discuss any overall patterns that you noticed in the coaching process**
   - What was discussed in each session?
   - What aspects of the coaching session were most stimulating?
   - What patterns emerged from the conversation?
   - Were there any important patterns that were not discussed (e.g. from the 360 feedback)? Why or why not?

3. **Any insights and/or discoveries about yourself: Discuss any personal insight or discovery you made during this process.**
   - How do the patterns discussed in your coaching session lend insight to your ideal self, real self, or learning agenda?
   - Have you learned something about yourself you were not aware of prior to this time? If so, please describe.
   - Are there any implications to your future career/direction based on your coaching process so far?
   - Have your coaching conversations prompted subsequent reflection? If so, on what?

4. **Overall Conclusion:**

Include your overall conclusion about your learning experience thus far. Also include any observation you may have about yourself or the process that you felt did not fit into earlier sections of this paper. This is also an opportunity to provide feedback on your coach and the coaching process in general. (Your comments will not be shared with your coach.)

**Grading Scheme**

Your reflection paper will be graded based on thoroughness and depth of reflection. The grading is allocated across the sections of your paper and weighted as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Preparation &amp; expectations</td>
<td>2</td>
</tr>
<tr>
<td>General patterns &amp; key components</td>
<td>2</td>
</tr>
<tr>
<td>Insights and/or discoveries</td>
<td>3</td>
</tr>
<tr>
<td>Conclusion</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Note that poor writing mechanics will result in a reduction to your grade. Late submissions will not be accepted and will result in a score of zero on the paper. Papers are to be submitted on OAKS.
TRUIST CERTIFICATE OPTION

Complete this reflection paper only if you participated in the entire Truist Emerging Leaders Certification and NOT executive coaching. Write a short paper using an identify-connect-apply framework to describe key takeaways from the Truist program. The paper should be no more than 750 words and should address the following:

**Identify**
Identify two personal insights or takeaways related to the Truist leadership program (e.g. mindset, strengths, leadership preferences, communication strategies, etc). These should be ideas that resonated with you or provided new personal awareness.

1. What was the idea? (Describe it as if you were explaining it to someone who did not attend the program.)

2. What are you now aware of about yourself that you were not before? Why is this of value to you?

**Connect**
Connect your insights to your existing knowledge. How do the insights identified above relate to what you already knew to be true of you and/or leadership in general? How do they relate to concepts from class?

**Apply**
What are the practical implications of these insights? What might you do differently as a result of these insights?

**Overall Conclusion**
Include your overall conclusion about your learning experience in the Truist program. Also include any observation you may have about yourself or the program that you felt did not fit into earlier sections of this paper.

**Grading Scheme**
Your reflection paper will be graded based on thoroughness and depth of reflection. The grading is allocated across the sections of your paper and weighted as follows:

- Identify: 2 points
- Connect: 2 points
- Apply: 3 points
- Conclusion: 3 points
- Total: 10 points

Note that poor writing mechanics will result in a reduction to your grade. Late submissions will not be accepted and will result in a score of zero on the paper. Papers are to be submitted on OAKS.