

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

MGT5690.E1 Managing the Generations
Winter 2027

PROFESSOR INFORMATION:

Name: Dr. Angela Palmer
Phone Number: 972-279-6511 ext. 274
Email Address: **APalmer@Amberton.edu**

COURSE INFORMATION:

MGT5690.E1 Managing the Generations

Level: Graduate

Beginning Date of Session: Saturday, December 5, 2026.

Ending Date of Session: Thursday, February 25, 2027.

Student access available to the Student Portal: Saturday, December 5, 2026.

Winter Holiday Break:

Saturday, December 19, 2026, through Friday, January 1, 2027

(Classes resume on Saturday, January 2, 2027.)

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Sticking Points: How to Get 5 Generations Working Together in the 12 Places They Come Apart
Author: Haydn Shaw
Publisher: Tyndale Momentum
Year Published: 2020
Edition: 2nd
ISBN: 13: 9781496447845
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy-to-use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA

research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

This course explores the economic, social, and political reality of managing the multi-generational workforce. The primary objective of the course is to help students analyze today's workplace and the major generational differences effecting organizations. Students will learn about the unique attributes of each generation in the workplace. Emphasis will be placed on the development of effective communication, conflict resolution and management skills that are needed to maximize efficiency, harmony, and success in the workplace.

CAVEAT: No graduate credit will be awarded if MGT4690 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Defining the generational differences and similarities between generations and understanding the meaning and importance of generational cohorts.
2. Examining the attributes and preferred work style of each generation in the workplace.
3. Examining the history, theory, and management of the multi-generational workplace.
4. Discovering the elements that enhance the employer/employee "psychological contract" for each generation.
5. Defining the cross-generational workplace and potential organizational effects for today's marketplace.
6. Understanding the meaning of generational events and the significance of those events.
7. Assessing the role of a generational cusper and identifying signposts.
8. Managing generational conflict and developing organizational interventions.
9. Appraising the importance of effective communication among the various generations currently in the workplace.
10. Recommending where and how mixed generations can work well together.
11. Critiquing potential solutions for bridging the generational gaps.
12. Defending the unique work ethics and ethical behavior of each generation.
13. Recommending and evaluating effective ways to manage and motivate different generations.
14. Formulating and proposing organizational programs to enhance generational understanding.
15. Evaluating current best practices on how to manage and bridge generation gaps in the workplace.
16. Analyzing workplace rewards, recognition, benefits, compensation, recruiting and training programs within organizations and constructing arguments for potential changes.
17. Predicting organizational implications for a cross generational future.
18. Developing a "game plan" organizations can use to attract, retain, and develop their employees and, in so doing, transform organizations to achieve compelling business results, increased employee motivation, improved customer connections and compete globally in the marketplace.
19. Developing an action plan for working with each generation in the workplace.
20. Understanding how to manage a multi-generational team.
21. Assessing how different generations leverage artificial intelligence (AI) to enhance productivity and streamline workflows in professional environments.

Acquired Skills:

1. Managing Motivation
2. Generational Conflict Resolution
3. Effective Cross Generation Communication
4. Critical Thinking

COURSE POLICIES:

Discussion Forums: I consider the Discussion Forums a great catalyst for student learning. You will be required to develop and post a substantive response to the Discussion Question in the Discussion Forum. A substantive response is one that fully answers the question that has been posed by the instructor. In addition, you must extend the discussion by responding to at least two (2) of your peers' postings in the Discussion Forum on at least two different days of the current learning week.

Discussion Forums are only active for each current learning week, so it is not possible to contribute to the forum once the learning week has come to an end. All Discussion Forum posts are due on or before the date posted. I would suggest posting EARLY in the learning week to allow sufficient time for substantial dialogue and discourse. I am recommending your 1st post be submitted and posted to the Forums no later than Tuesday – midnight of each learning week.

Academic Resources: When conducting research for an assignment, the majority of your sources should be obtained from textbooks or scholarly peer-reviewed academic journals often found in the library databases. Non-scholarly sources such as Wikipedia or Ask.com are not permitted in this course.

Quiz and Essay Assignments: Quizzes and the Final Essay will be accepted up to three (3) days late and penalized 20% off. **The Final Essay requires a substantive effort and is required to successfully pass this course.**

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Please see below for instructions.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1	Understanding the (5) Generations	Read Ch 1 and Ch 2 Discussion Forum 1	1,2,3,5,6,7,13	December 13, 2026
Week 2	Leading through the Twelve (12) Generational Sticking Points	Read Ch 3 Discussion Forum 2	1,2,3,5,6,7,8,9,11	January 03, 2027
Week 3	Traditionalist Baby Boomers	Read Ch 4 and Ch 5 Discussion Forum 3	1 – 13	January 10, 2027
Week 4	Gen X Graduate Generational Recruitment Project Generation Assigned and Approved	Read Ch 6 Discussion Forum 4	1 - 14	January 17, 2027

Week 5	Review Ch 1 – 6 Millennials Gen Z	QUIZ # 1 Read Ch 7 and Ch 8 Discussion Forum 5	1 - 14	January 24, 2027
Week 6	Communication Decision Making Dress Code Feedback Fun at Work Hypothetical Prediction: Generation Alpha	Read Ch 9 – 13 Discussion Forum 6	1 – 17	January 31, 2027
Week 7	Review Ch 7 – 13 Leveraging AI to Boost Productivity	Quiz # 2 Read Journal Article	1 - 21	February 07, 2027
Week 8	Knowledge Transfer Loyalty Meetings Policies	Read Ch 14 – 17 Generational Project Due	1 – 21	February 14, 2027
Week 9	Respect Training Work Ethic	Read Ch 18 – 20 FINAL ESSAY DUE	1 - 21	February 21, 2027
Week 10	Course Wrap Up	Personal Reflections	1 - 21	February 25, 2027

GRADING CRITERIA:

Grading Scale – Discussion Posts (6): 25%
 Quizzes (2): 30%
 Graduate Project: 15%
 Final Essay: 30%

Graduate
 92 – 100 A
 82 – 91 B
 72 – 81 C
 62 – 71 D
 Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet

2. General knowledge in:

Internet browser settings and configuration

e-mail and file attachments

Uploading and downloading files

Using a word processing package

3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Moodle, Amberton Email (Gmail), CampusWeb, Library resources, financial information, and other University applications.

Access the Amberton SSO Portal

Go to:

<https://sso.amberton.edu>

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at <https://amberton.edu>.

Activate Your Account

New students receive an Amberton University welcome email with an account activation link.

Select the activation link in that email and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:

username@my.amberton.edu

Sign In to SSO

After your account has been activated, go to:

<https://sso.amberton.edu>

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

Access Your Amberton Applications

After signing in, the SSO dashboard will display the applications available to your account.

These may include:

- Moodle
- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Other University applications and services

Select the appropriate application from the SSO dashboard.

Access Moodle

Students should access Moodle through the Amberton SSO portal.

Go to:

<https://sso.amberton.edu>

Sign in and select Moodle from the SSO dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Password activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, assignments, communication, examinations, grades, and other Moodle functions.

Technical Support

If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:

support@amberton.edu

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or their Amberton University email account.

Email Communication

Each student is assigned an Amberton email address in the following format:

username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at: <https://sso.amberton.edu>

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students are responsible for reviewing the "Communication Guidelines" provided in the individual e-Course for specific instructor requirements.

Students who need to retain course communications, assignments, or other materials should download and save them before the course closes.

For assistance accessing SSO, Moodle, or Amberton email, contact support@amberton.edu.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work

Turnitin Draft Coach

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

Step-by-Step Guide

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.
4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
 - *Note: If the option does not appear immediately, refresh your page and try again.*
5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:

- Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
- Citations Check: Analyzes your document for correct citation and referencing practices.
- Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).

You are now ready to use Turnitin Draft Coach to review and improve your writing!