

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 320 II

Course Title: Organizational Behavior & Administration

(3 units, 45 hours of lectures)

Course Start Date: January 21, 2015

Course End Date: May 6, 2015

Time: Wednesday, 3:30 pm to 6:15 pm

Course Description:

An analysis of individual, interpersonal, and group behavior within organizations and the influence of human, cultural, technological, structural, and environmental factors. Examined are practices of management, such as designing jobs and organization structures, evaluating and rewarding performance, organizational and employee development, and other management processes. These techniques include high performance organizations, management by objectives, total quality management, and the like; it uses varied approaches to leadership, conflict management, change, and adaptation to the environment.

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of organizational behavior from the individual and group levels to the organization and system levels.
2. Through an action learning approach to the course, students will have learned how to effectively apply the interdisciplinary principles of organizational behavior, which are drawn from the disciplines of psychology, sociology, social psychology, cultural anthropology, and political science in international work settings and throughout their lives.
3. Students will understand the concepts of organizational judgment and how these concepts influence organizational decision-making at the individual, group, and organizational levels.
4. Students will have worked in a team on business case studies to analyze cases from an organizational behavior discipline perspective, and developed strategies to successfully solve the issue(s). They will have discussed their strategies for the firm with the class for their evaluation and consideration using the MICA model for interactive case analysis.
5. Students will gain an introductory understanding and application of the theories and concepts of Human Dynamics, Strengths Based Leadership, Organizational Innovation, Emotional Intelligence (EQ) (based on Goleman's model), HeartMath, Value Proposition Design, crowdsourcing for performance evaluations, and Non-Verbal Communication (based on Paul Ekman's research) as they relate to the field of organizational behavior.
6. Students will have had the opportunity to interact with representatives from local business enterprises to learn how OB theories, concepts, and approaches are being applied in working businesses. There will be representatives from Crepe & Curry, which is a San Francisco based restaurant located in Embarcadero 4; and there will be representatives from the Downtown Oakland Association, which is a Community Benefit District (CBD) that benefits a 19-block area encompassing downtown Oakland. There is also the possibility of additional guest presentations.

7. Students will have engaged in role-playing exercises where they will have opportunities to apply what they have learned. These exercises will include business negotiations, interpersonal relationships, conflict resolution, work-team development, and the delivery of performance appraisals.
 8. Students will have been introduced to concepts relating to how organizations and organizational management can structure knowledge management, crowdsourcing, and artificial intelligence systems that enhance organizational and managerial communication and decision-making abilities.
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Required Text, Supplemental Texts, Technology & Web Sites

Required Text:

Nahavandi, A., Denhardt, R., Denhardt, J., Aristigueta, M.

2015 Organizational Behavior. Sage Publications. Thousand Oaks, CA. ISBN: 978-1-4522-7860-5 (hardcover)

Suggested Supplemental Text:

Weiss, E.

2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages for a Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-X

Optional Reading Material:

Hofstede, G., Hofstede, G., Minkov, M.

2010 Cultures and Organizations: Software of the Mind. McGraw-Hill. New York, NY. ISBN: 978-0-07-166418-9

Morgan, M.

2006 Images of Organization. Sage Publications. Thousand Oaks, CA. ISBN-13: 978-141293979

Rath, T., Comchie, B.

2008 Strengths Based Leadership. Gallup Press. New York, NY. ISBN: 978-1-59562-025-5

Winograd, T., Flores, F.

1987 Understanding Computers & Cognition. Addison-Wesley Publishing Company. Reading, MA. ISBN: 0-201-11297-3

Websites:

<https://edge.sagepub.com/nahavandi/student-resources>

- Can print self-assessment exercises that can be completed by hand or electronically.
- Flash cards, practice quizzes, etc.
- Academic journal articles (can be used for supporting references)
- Multimedia learning resources to supplement the textbook.

<https://canvas.instructure.com>

- Provide “lincolnuca.edu” e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. Those who only use their e-mail will not be recognized, nor added to the Canvas class roster.
- Copies of syllabus and assigned coursework will be posted.
- All business and role-playing cases will be posted here for download or printing.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.
- Except for self-assessment assignments, all other assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor. Printed versions of the self-assessment exercises can be turned in during class or posted in canvas.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as: www.polleverywhere.com, www.goanimate.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Wednesday (2:15 pm to 3:15 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science, BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and is ready to advance to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucaf.edu.

Introduction

Welcome to Organizational Behavior & Administration!

One must learn by doing, for though you think you know it, you have no certainty until you try.

Aristotle

Aristotle's quote captures my approach to teaching this course. I subscribe to the action learning theoretical approach where one needs to practice doing it in order to learn and master a subject. For some, this instructional methodology may put you off balance because many students are used to courses that are predominately lecture, and deductive sequential memorization—and that is okay! The design of this course takes into consideration that there may be varying degrees of anxiety and tension that comes with learning and practicing something different. This course will include lectures, and will also involve inductive thinking, and holistic creative learning assignments and exercises. My strategic goal is to not only build your behavioral skills, knowledge, and values as they relate to the field of OB; but to also spark your interest in this interdisciplinary subject.

One of the first things to discuss may be best presented in the form of a question. What is organizational behavior? There are many definitions, but they all essentially contain the following elements: Organizational behavior (OB) is an interdisciplinary field of study that investigates how individuals, groups, and structure influence behavior within organizations with the purpose of using the knowledge to increase the organization's effectiveness and efficiency. OB is an applied behavioral science that primarily includes the disciplines of: Psychology, sociology, social psychology, anthropology, and political science. During our time together, we will learn that OB will help develop your predictive skills concerning employee behavior within organizations. As a current or future manager, OB will help you learn how to predict behavior and understand organizational members to some degree, and leverage this knowledge to increase organizational effectiveness and efficiency.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or group has the opportunity to learn.

To be successful in this course, you need to exercise effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of an MBA graduate. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Procedures

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class, another resource for this is the Canvas course site. It is important for you to come to class prepared!

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

You should have an active Lincoln University e-mail account so you can use Canvas to receive any course revisions, feedback on your assignments, coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucaf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total or status of submitted coursework at any time.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

Assignments, Policies & Coursework

Student Working Groups: In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is an OB class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. Your group will be named after a significant management philosopher that has helped shape modern day management and organizational theories, practices, and approaches. The following names will be the group names for this course: Peter Senge "Senge Group", Edgar Schein "Schein Group", Mary Parker Follett "Follett Group", Peter Drucker "Drucker Group", Rosabeth Moss Kanter "Kanter Group", W. Edwards Deming "Deming Group", Dee Hock "Hock Group", Douglas McGregor "McGregor Group", Chun Wei Choo "Choo Group", Peter Block "Block Group", and Ikujiro Nonaka "Nonaka Group". If more groups are required, they will be added as needed.

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions).

I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

The coursework for this class involves different types of assignments. Consequently, it should be helpful to you if an overview of the course work is outlined in the below table:

<i>Assignment</i>	<i>Frequency</i>	<i>Individual or Group?</i>	<i>Letter Grade or Full/Partial Point Credit</i>	<i>Where to Submit?</i>
Syllabus Confirmation and Understanding Assignment	Once	I	“0” or Full Point CR	Canvas
Individual Class Participation: Printed/Digital Textbook Checks	2x (+1 Extra Credit) = 3	I	“0” or Full Point CR	Checked in class
Random Learning Group Chapter Quizzes	6x	G	Letter Grade	In-Class
Group Discussion Point Exercise at start of class with flipcharts	4x	G	“0” or Full Point CR	In-Class
Group presentation of a chapter concept using animation	2x	G	“0” or Full/Partial CR	In-Class
Individual: Self-Assessment Exercises	16x	I	“0” or Full/Partial CR	Print and submit in-class or Canvas
Individual: Homework Assignments	11x	I	Letter Grade	Canvas
Group Role Playing Mini-Case Scenario Presentation to Class & Individual Reflection Paper (that includes each member’s reflection).	Once	I & G	Letter Grade	Group Role-Play is In-Class and Individual Reflection paper is posted on Canvas
Trio Role Playing Scenario: “Saying what has to be said.”	Once	I	Letter Grade	Role-Play is In-Class and Completed Exercise Forms are posted to canvas or a paper form is submitted in class.
Individual: MICA Case – Audience Participation	8-10x (will depend on class enrollment)	I	“0” or Full-Partial CR	Turn-in in class
Learning Group MICA model Written Case Analysis & Facilitated Class Discussion	Once	G	Letter Grade	In-class facilitated discussion and written case analysis posted on Canvas
Extra Credit: Read the option “Strengths Based Leadership” textbook and complete the web-based questionnaire that can be completed with the purchase of the book. Print out your top five strengths coversheet from the website and complete a demographic form that is posted on Canvas.	Once	I	Extra Credit	Turin-in a hardcopy of cover sheet with top five strengths and the demographic form at the start of class on 3/11.

Description of Assignments:

1) Group: Chapter Quizzes & Flipchart Discussion Points: During class sessions 1/28-to-4/29, in the first 15 minutes of class, student groups will either complete a short quiz or participate in a group discussion point exercise. The quizzes and exercises will also be used as the sole means to record

attendance for each class session (except for the last three sessions) so be sure that your name and student ID number is on the quiz or exercise. Students who leave class during the quiz or exercise without actively participating with their group to answer quiz questions or complete an exercise will not receive points for the quiz/exercise, and will be recorded as absent.

2) Learning Group Business Case Analysis & Discussion: Learning groups will select and/or be assigned a business case study that focuses on the OB discipline. The timing for introducing these cases to the learning groups is not yet set since it will be based on student enrollment and, the subsequent number of learning groups. Learning groups will be responsible for analyzing their assigned case(s), preparing a 10-page written report, and discussing their strategies for dealing with the OB issue(s) using the MICA model. The cases analysis needs to demonstrate an understanding and application of OB concepts from this course. The evaluation (grading) standards for the 10-page written report are contained in this syllabus. In addition, I strongly suggest that your group politely ask the LU Library staff to run your paper through Turnit-in, which will check for plagiarism. You should do this far enough in advance of the assignment's due date so you can make revisions before the assignment is due. For the class discussion part, we are going to approach your facilitation skills as an opportunity for skill building and development instead of evaluation. Consequently, your class discussion skills will not be formally graded (A-F). However, you will receive feedback so that you can improve your skills and abilities.

Cases Selected for this class will increase or decrease depending on student registration for the course:

- Charge of the Deuces Task Force
- Jeffrey Offutt & Jita Printing: getting to Yes
- The Global Software Problem: Jugaad Needed
- The Meatpacking Factory
- The Perfect Storm: A Low-performing Biotech Plant
- The Vidsoft Triangle
- Abroad in the World
- Galaxy Television: Melding Worlds or Cultural Big Bang?
- Global Protection Corporation: Message from the Middle
- Investco: Ranking and Promotion Redesign
- The Wonderful World of Human Resources at Disney

Using the Written Case Report Template for this class (Due the week following the group's class discussion):

1. What is/are the OB related problem(s) (Cite the appropriate OB theory/approach)?
2. Where does this OB problem or problems come from, or why does it occur in a work setting?
3. If you were in the position to resolve the OB problem(s), what would you do and what OB approaches and practices would you use to resolve any problems? Why would you anticipate that your action(s) rooted in OB theory and practices would improve or resolve the issue?
4. Overall, you need to directly connect your analysis and problem solving to specific OB concepts, and justify why those were selected (Be careful that you synthesize information so that it is not plagiarism).
5. A written case report template will be posted in Canvas for the group to use.

Class Case Discussion Format:

1. **Two weeks before** your scheduled group discussion, collect the audience participation forms from class members that have been submitted. A group member will sign for the audience participation forms that are collected that will verify the count.
2. During the two weeks before the discussion, the group will use the audience participation forms to determine if there are common themes, and the group will determine if they want to incorporate any or all of those identified themes into their proposed action steps.
3. On the day of the group's scheduled discussion, the group will return the audience participation forms to students and distribute the group's one-page handout that contains the action steps to be discussed.
4. During the first 1-2 minutes of the class discussion, the group will present an opening statement that focuses of the key issues in the case.
5. Ask the audience if they want any additions or modifications to the OB related action steps presented by the group and the audience.
6. Lead class discussion of actions steps one-by-one. The group can discuss any of their action steps in any order. The group should open by providing their rationale/justification for selecting a specific course of action to effectively fix and resolve the problem. After the group concludes discussion of an action step, there is a class vote to accept or reject the step, which needs to be recorded by the group.
7. Closing 1-2 minute summary that summarizes the discussion session.

The point value for each will be determined on the first day of class when I will know how many students are enrolled in the class.

3) Audience Participation in Group Case Discussions: Beside participating as a member of a group that will analyze a specific case in detail, each student will be required to read all of the other cases to be discussed in class before a group discusses their case in class. Each student will be required to provide one action step to resolve an OB issue that he/she identifies in the case. The student's response should include some discussion as to why he/she believes it is an OB problem and why they choose his/her particular corrective action. This exercise is not as intensive as it sounds. A one-page form will be posted in Canvas for you to use, and you need to complete the assignment in 150-250 words. You do not need to provide an in-depth rationale or justification because you will have the opportunity to discuss your thoughts during the case discussion. The actual point value for each case and the number of cases to be discussed will be determined on the first day of class when student enrollment for the course is determined.

You will need to provide your form two-weeks before a group will discuss their case so they have time to process all of the action steps provided by the class. You will earn 50% of the points for turning in the form at this time. Forms turned in late are subject to the late assignment submission policy indicated in this syllabus.

You will receive an additional 50% of the points for participating in class case discussions by turning in your recommendations and for participating as a member of the audience at the end of the class discussion. If you are not present during the case discussion and/or do not actively participate when the group discusses your recommendation(s), you will not receive the 50% of the points. If you complete

the written deliverable on time and participate, you will receive 100% of the point value for the assignment.

4) Class Participation: Individual student participation is critical to our classroom-learning environment. This includes having your hardcopy or digital copy of your required textbook in class with you. Many of the in-class exercises are drawn directly from pages within your textbook. For this course, your class participation will be evaluated by demonstrating that you have your printed or digital copy of your textbook in class. During this course, you will be asked three times to present evidence that you have your textbook in class. Those times/class sessions will vary for students so not everyone will be checked on the same day. If you demonstrate that you have your textbook with you in class two out of three times, you will earn 2.5 points for each check for a total of 5 points. If you demonstrate that you have your textbook three out of three times, you will earn 5 regular points, and 2.5 extra credit points.

5) Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raise the issue during our class.

6) Self-Assessment Exercises: Completed exercises on the day they are due will receive 100% of the point value. They will not be graded on an A-F scale. Instead, they will be graded on the degree of completeness. If the assignment was completed 100%, full points will be awarded. If the assignment is incomplete, the assignment will receive either 25%, 50%, or 75% of the points depending on the degree of completeness. Late assignments will be accepted with a deduction in points for being late. Self-assessment exercise can be submitted in print form or digitally through Canvas.

7) In-Class Group Mini-Case Role-Playing Scenario Presentation and Group Reflection Paper: The group will be required to read the case scenario before our class session for their exercise, prepare for their role-playing presentation, and present their case to the class. Following the group's presentation, each member of the group will prepare and submit a 250-350 word paper reflecting on what he/she individually learned from their experience. This assignment is due one week after their presentation.

8) In-Class 3-Student Role-Playing Simulation: "What Needs to be Said": For this exercise, there will be three students in each group. Each student will rotate through the following three roles for the exercise: Initiator, Respondent, and Observer. Each student will complete an individual "observer" checklist when they assume this role in the exercise. You will need to turn this checklist in either at the end of class, or by the next class session, which will be: 4/15. The forms can be submitted on Canvas, or a hardcopy by the due date, which is: 4/15. If you miss this exercise it may be made up if there are enough students to comprise a trio for the exercise.

9) In-Class Student Teaching Exercises: During this course, student groups will be assigned two times to present a concept, approach, or theory from a textbook chapter using animation to the class. The group can select the topic and will need to develop a 10-30 second animation to teach the class.

10) Individual Homework Assignments: Individual homework assignments are indicated on the schedule along with their due dates. Please pay attention that the numbering system for the self-assessments are the same as the homework numbering system. I have separated these types of assignments into to bullet-point entries. In addition, the homework assignments indicate the corresponding page number in the textbook. The grading for these assignments is according to the “A-F” grading criteria indicated in this syllabus. Please post these assignments using Canvas.

11) Syllabus Confirmation and Understanding Agreement: The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas by posting a message that you have read and understand the syllabus.

12) Extra Credit – Strengths Based Leadership: Read the Rath book indicated above, and complete the web-based questionnaire that comes with the purchase of the book. When you complete the questionnaire, your 25 page individual report will have a cover sheet with your name and top five strengths on it. Turn in this cover sheet and complete the participant demographic form that is posted on our class Canvas site. This is an extra credit assignment where you can earn 3% or 3 points for completing it. We will discuss this topic at our March 12 session, which is the day that this assignment is due.

Assignments must have: The student’s first and last name at the top of the page, and the student’s identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolncasf account for electronic submissions.

Late Assignment Policy: Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant

evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be "0." If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Class Attendance Defined

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University's Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student's grade.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-” categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Syllabus Confirmation and Understanding Assignment	0.50%	0.50
Individual Class Participation (3 textbook checks worth 2.5 points each for a maximum of 5 regular points and 2.5 extra credit points)	5%	5 (2.5 EC)
Random Learning Group Chapter Quizzes (6 x 0.50 points per quiz, A-F grade scale)	3%	3
Group Discussion Point Exercise at start of class (4 x 0.50 points using Partial/Full CR points)	2%	2
Group presentation of a chapter concept using animation (10-30 seconds)(2x during the semester with each valued at 3 points each, A-F grade scale)	6%	6
Individual: Self-Assessment Exercises (16 x 0.50 points per assessment based on Partial/Full CR points)	8%	8
Individual: Homework Assignments (Cases & Exercises)(11 x 2.25 points each, graded A-F scale)	24.75%	24.75
Group Role-Playing Mini-Case Scenario (1 of 6): For the Scenario Presentation to Class & a 250-350 word Individual Reflection Paper (Graded A-F scale).	7%	7
3-Student Role-Playing "Saying What Needs to be Said": Group exercise and each individual group member will complete and submit an "Observer" form.	7%	7
Individual: MICA Case – Audience Participation (Recommendations and Participation during Learning Group Class Discussion). The number of cases will depend on student enrollment, and the point value per case will equally divided between the actual number of cases.	15%	15
Learning Group Written Case Analysis & Facilitated Class Discussion (Point value per case will depend on student enrollment on the first day of class)	21.75%	21.75
Extra Credit: Read the Rath book, complete the web-based questionnaire, and submit the cover sheet with your name and top five strengths along with the demographic form.	3% (EC)	3 (EC)
Extra Credit: 5.5% or 5.5 points available	100%	100
Individual Performance = 60.25% & Group Performance = 39.75%		(+5.5 EC)

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment and submission date (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

(3) Electronic submission of coursework to Canvas will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucaf.edu).

Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 21	<ul style="list-style-type: none">• Introduction to course and syllabus review (0.50 point for review).• Completion of an Individual MBA Key Experiences Assessment In-Class. This needs to be turned in at the end of class today.• Video: Jack Welch Leadership Interview & Discussion with MBA students at the University of Michigan.• Learning Group Assignment (4-5 other students to form a learning group).• Overview of instructions for using www.goanimate.com for group animation assignments.• Homework (Due at the start of class on 1/28): Read Chapters 1 and 2, complete Self-Assessments 1.1 (pg. 6) and 2.1 (pg. 35), and be prepared to discuss these during the 1/28 class session. The required text is available at sagepub.com• Homework (Due at start of class on 1/28): Read: "Managing Energy: A Team in Crisis." This is a case study of a student-learning group in a graduate business course. It is available on Canvas. Be prepared to discuss this case in class.
January 28	<ul style="list-style-type: none">• Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each

	<p>flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group.</p> <ul style="list-style-type: none"> • Chapters 1 (Introduction to OB) and 2 (Culture and Diversity: Developing a Cultural Mindset) Concepts: Lecture/Class Discussion/Class Exercises. • Discussion of: "Managing Energy: A Team in Crisis" • Homework (Due at the start of class on 2/4): Read Chapters 3 and 4, complete Self-Assessments 3.1 (pg. 73), 4.1 (pg. 113), and be prepared to discuss these during the 2/4 class session. • Homework (Due by the end of class on 2/11): Chapter 1, Exercise 1.1 (Ethical Dilemmas in Cross-Cultural Work)(pg. 26). • Homework (Due at the end of class on 2/11): Chapter 2, Exercise 2.2 (What Is Your Primary Cultural Background)(pg. 63). • Organization of Group Animation Presentation & Group Role-Playing Presentation Schedules.
February 4	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 3 and 4 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapters 3 (Self-Awareness, Personality, Emotions, and Values) and 4 (Perception and Attribution) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Homework: (Due at the start of class on 2/11): Read Chapter 5, complete Self-Assessment 5.1 (What Motivates you?) (pg. 142), and be prepared to discuss this during the 2/11 session. Read Chapter 6, complete Self-Assessment 6.3 (Stress Inventory)(pg. 181), and be prepared to discuss this during class on 2/11. • Homework: (Due at the end of class on 2/18): Chapter 3, Case 3.1 (Privatizing the Cafeteria)(pg. 104).
February 11	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group. • Chapters 5 (Motivation and Engagement) & 6 (Managing Stress) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Homework: (Due at the start of class on 2/18): Read Chapters 7 & 8, complete Self-Assessments 7.1 (How Creative Are You?)(pg. 205) and Self-Assessment

	<p>8.1 (A Decision Diagnostic)(pg. 237), and be prepared to discuss these during the 2/18 session.</p> <ul style="list-style-type: none"> • Homework (Due at the start of class on 2/25): Case 5.1 (SOS in DHS))(pg. 166).
February 18	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 7 and 8 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group’s grade in the form of “0” points for the quiz. • Chapters 7 (Fostering Creativity and Innovation) & 8 (Decision Making) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Homework: (Due at the start of class on 2/25): Read Chapters 9 and 10, complete Self-Assessment 9.1 (Communication)(pg. 273) and 10.3 (Emotional Intelligence in Teams)(pg. 325), and be prepared to discuss these during the 2/25 session. • Homework (Due at the start of class on 3/4): Case 8.3 (Relocating Regional Offices Overseas)(pg. 263).
February 25	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group’s response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group’s reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in “0” points for everyone in an offending group. • Chapters 9 (Communicating Effectively With Others) & 10 (Working in Groups and Teams) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Homework: (Due at the start of class on 3/4): Read Chapter 11, complete Self-Assessment 11.1 (How Do You Behave in Conflict)(pg. 339), and be prepared to discuss these during the 3/4 session. • Homework (Due at the start of class on 3/11): Exercise 9.1 (A Dispersed Workplace)(pg. 297).
March 4	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 11 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group’s grade in the form of “0” points for the quiz. • Chapter 11 (Managing Conflict and Negotiation) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Interpersonal Relationship Group Role-Playing Mini-Case Simulations (Each group will present one).

	<ul style="list-style-type: none"> • Homework: (Due at the start of class on 3/11): Read Chapter 12, complete Self-Assessments 12.1 (What Makes a Good Leader)(pg. 371), 12.2 (What Is Your Leadership Style)(pg. 375), and be prepared to discuss these during the 3/11 session. • Homework (Due at the start of class on 3/25): Case 11.1 (Conflict in an Emergency Evacuation)(pg. 364).
March 11	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 12 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapters 12 (Leadership: Classic to Contemporary) Concepts: Lecture/Class Discussion/Class Exercises. • Strengths Based Leadership Presentation. • Extra Credit Strengths Based Leadership Results Due. • Group Animation Presentations. • Interpersonal Relationship Group Role-Playing Mini-Case Simulations (Each group will present one). • Homework: (Due at the start of class on 3/25): Read Chapter 13, Self-Assessment 13.1 (Your Understanding of Politics & Power)(pg. 404). • Homework (Due at the start of class on 4/1): Exercise 12.4 (Transactional Versus Transformational Leadership)(pg. 394).
March 25	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 13 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 13 (Organizational Power and Politics) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Interpersonal Relationship Group Role-Playing Mini-Case Simulations (Each group will present one of six). • Homework: (Due at the start of class on 4/1): Read Chapter 14, Self-Assessment 14.1 (Identify Your Strategic Management Type)(pg. 436). • Homework Exercise (Due at the start of class on 4/8): 13.2 (The Politics of Measurement)(pg. 429).
April 1 (April Fools' Day)	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes, flipcharts will be posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster.

	<p>Marking group members on the roster when they did not contribute will result in “0” points for everyone in an offending group.</p> <ul style="list-style-type: none"> • Chapter 14 (Organizational Strategy and Structure) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Interpersonal Relationship Group Role-Playing Mini-Case Simulations (Each group will present one). • Homework: (Due at the start of class on 4/8): Read Chapter 15, Self-Assessment 15.1 (Your Orientation Toward Change)(pg. 476). • Homework Exercise (Due at the start of class on 4/22): Case 14.2 (Bound by Structure)(pg. 466).
April 8	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 15 (0.50 points): In the first 10 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group’s grade in the form of “0” points for the quiz. • Chapter 15 (Organizational Culture and Change) Concepts: Lecture/Class Discussion/Class Exercises. • Group Animation Presentations. • Group Role-Playing Exercise (Parts 1-3) (Saying what needs to be said)(All groups will participate in this exercise). Due date for completed forms is 4/15. • Homework Exercise (Due at the start of class on 4/22): 15.2 (An Approach to Leading Change)(pg. 501).
April 15	<ul style="list-style-type: none"> • Up to Three MICA Business Case Discussions. Group papers due April 22.
April 22	<ul style="list-style-type: none"> • Up to Three MICA Business Case Discussions. Group papers due April 29.
April 29	<ul style="list-style-type: none"> • Up to Three MICA Business Case Discussions. Group papers due May 6.
May 6 (2-hours only, 3:30-5:30 pm)	<ul style="list-style-type: none"> • Two MICA Business Case Discussions. Group papers due May 12.