

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA 275 I

### Course Title: Industrial and Organizational Behavior

(3 units, 45 classroom hours)

**Course Start Date: January 21, 2015**

**Course End Date: May 5, 2015**

**Time: Thursday, 9:00 am to 11:45 am**

#### Course Description:

The course examines organizational behavior in industry and within organizations as well as its impact on groups and individuals. Topics include: group dynamics, training, leadership, motivation, performance appraisal and job satisfaction. The course content should enhance the understanding of both employee well-being and organizational effectiveness. Research findings will assist in structuring organization policies and practices. Prerequisite: PSYCH 10

#### Learning Objectives:

1. Students will gain an understanding of the guiding interdisciplinary 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 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, crowdsourcing for performance evaluations, and Non-Verbal Communication (based on Paul Ekman's research) as they relate to the field of organizational behavior.
  5. 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.
  6. 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 (printed or digital):**

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

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

### **Required Survey:**

As part of your individual development as a manager for this course, you will need to take Gallup's web-based Top -5 Strengths-Based Leadership (SBL) questionnaire. This is available two ways. First you can purchase the below text by Rath, which includes a code to take the Top-5 SBL for no additional cost (best value for you). Or, you can just take the questionnaire without getting the text. The cost is about \$15 either way. If you purchase a used book, the access code for the questionnaire may have already been used and you will not be able to take it. The Gallup website is:

<https://www.gallupstrengthscenter.com>

Rath, T., Comchie, B.

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

### **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

### **Websites:**

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

- Can print self-assessment exercises that can be completed by hand and scanned 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 "lincolnucsf.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.
- All assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor.

### **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](http://www.polleverywhere.com), [www.goanimate.com](http://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.

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## **Instructor**

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

**Lincoln University e-mail address:** [mguerra@lincolnuca.edu](mailto:mguerra@lincolnuca.edu)

Office Hours: Room 301, Wednesday (11:45 am to 12:45 pm) by arrangement

### **Instructor Profile:**

**Academic Degrees:** AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

**Professional Practitioner 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. Member of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, 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.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I also taught undergraduate courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs.

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 has advanced 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@lincolnucsf.edu](mailto:sgill@lincolnucsf.edu).

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### **Introduction**

#### **Welcome to Industrial and Organizational Behavior!**

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.

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.

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### **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@lincolnucsf.edu](mailto:user@lincolnucsf.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.

As you can imagine, courses require significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, working with your learning group, and completing assignments for each class session. Based on prior classes, if choose to not you do not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text.

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**

**1) 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. Printed copies are easy to check; however, checking digital copies is more challenging. So, you will need to provide documentation in your name that indicates the digital copy you are showing during the check on your electronic device belongs to you (if there are any questions about the copy, the default verification will require the student present a receipt or some other form indicating the student's name and that it was legally obtained under U.S. copyright law).

**2) 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.

**3) 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.

**4) 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.

**5) 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.

**6) Tests:** There will be two multiple-choice or True-False tests during this course. The first test will be March 31 and will cover chapters 1-9. The second test will be on April 28 and will cover chapters 10-14. Each test will contain from 45-60 questions from our course material and the time for completing the tests will be 90 minutes.

### 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.** A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

**A- = 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.** 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.** 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.** 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.** 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.** 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.** 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.** 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.** 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.** 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)
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 2.64 points each, graded A-F scale)	29%	29
Exam-1: A closed book, 90 minute, 45 multiple-choice and True-False questions. The exam is scheduled for March 31.	25%	25
Exam-2: A closed book, 90 minute, 45 multiple-choice and True-False questions. The exam is scheduled for April 28.	25%	25
Rath Strengths-Based Leadership Questionnaire	7.5%	7.5
	<b>100%</b>	<b>100</b>
		<b>(+2.5 EC)</b>



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### 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 (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@lincolnucsf.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.

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### Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>January 21</b>	<ul style="list-style-type: none"><li>• <b>Introduction to course and syllabus review (0.50 point for review).</b></li><li>• <b>Video: Jack Welch Leadership Interview &amp; Discussion with MBA students at the University of Michigan.</b></li><li>• <b>Homework (Due at the start of class on 1/28): Read Chapter 1 (Introduction to OB), complete Self-Assessments 1.1 (pg. 6), and be prepared to discuss these during the 1/28 class session. The required text is available at sagepub.com</b></li><li>• <b>Homework (Due by the end of class on 2/11): Chapter 1, Exercise 1.1 (Ethical Dilemmas in Cross-Cultural Work)(pg. 26).</b></li></ul>
<b>January 28</b>	<ul style="list-style-type: none"><li>• <b>Chapter 1 (Introduction to OB): Concepts: Lecture/Class Discussion/Class Exercises.</b></li><li>• <b>Homework (Due at the start of class on 2/11): Read Chapters 2, 3, 4, and 5 complete Self-Assessments 2.1 (pg. 35), 3.1 (pg. 73), 4.1 (pg. 113), 5.1 (pg. 142) and be prepared to discuss these during the 2/11 class session.</b></li></ul>
<b>February 4: No Class</b>	<ul style="list-style-type: none"><li>• <b>No Class</b></li></ul>
<b>February 11</b>	<ul style="list-style-type: none"><li>• <b>Chapters 2 (Culture &amp; Diversity), 3 (Self-Awareness, Personality, Emotions, and Values) and 4 (Perception and Attribution), and 5 (Motivation &amp; Engagement) Concepts: Lecture/Class Discussion/Class Exercises.</b></li><li>• <b>Homework (Due at the start of class on 2/18): Read Chapter 6, complete Self-Assessment 6.3 (Stress Inventory)(pg. 181), and be prepared to discuss this during class on 2/18.</b></li></ul>

	<ul style="list-style-type: none"> <li>• Homework (Due at the end of class on 2/18): Chapter 2, Exercise 2.2 (What Is Your Primary Cultural Background)(pg. 63).</li> <li>• Homework: (Due at the end of class on 2/18): Chapter 3, Case 3.1 (Privatizing the Cafeteria)(pg. 104).</li> <li>• Homework (Due at the start of class on 2/18): Case 5.1 (SOS in DHS))(pg. 166).</li> </ul>
February 18	<ul style="list-style-type: none"> <li>• <b>Chapter 6 Managing Stress) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>HeartMath Software &amp; Application Demonstration.</b></li> <li>• Homework (Due at the start of class on 2/25): Read Chapter 7, and complete Self-Assessment 7.1 (How Creative Are You?)(pg. 205), and be prepared to discuss in class.</li> </ul>
February 25	<ul style="list-style-type: none"> <li>• <b>Chapter 7 (Fostering Creativity and Innovation) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• Homework (Due at the start of class on 3/3): Read Chapter 8, and complete Self-Assessment 8.1 (A Decision Diagnostic)(pg. 237), and be prepared to discuss these during the 3/3 session.</li> </ul>
March 3	<ul style="list-style-type: none"> <li>• <b>Chapter 8 (Decision Making) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• Homework (Due at the start of class on 3/10): Read Chapter 9, and complete Self-Assessment 9.1 (Communication)(pg. 273), and be prepared to discuss in class.</li> <li>• Homework (Due at the start of class on 3/10): Case 8.3 (Relocating Regional Offices Overseas)(pg. 263).</li> </ul>
March 10	<ul style="list-style-type: none"> <li>• <b>Chapter 9 (Communicating Effectively With Others).</b></li> <li>• Homework (Due at the start of the class on 3/24): Read Chapter 10 (Working in Groups), complete Self-Assessment 10.3 (Emotional Intelligence in Teams)(pg. 325), and be prepared to discuss these during the 3/24 session.</li> <li>• Homework (Due at the start of class on 3/24): Exercise 9.1 (A Dispersed Workplace)(pg. 297).</li> </ul>
March 24	<ul style="list-style-type: none"> <li>• <b>Chapter 10 (Working in Groups and Teams) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• Homework: (Due at the start of class on 3/31): Read Chapter 11, complete Self-Assessment 11.1 (How Do You Behave in Conflict)(pg. 339), and be prepared to discuss these in class.</li> <li>• <b>Rath Strength-Based Leadership Questionnaire Due Today. You need to turn in: The one-page paper that has your name and your Top-5 strengths on it. Do not submit your 20+ page full report. In addition, submit the class demographic sheet that can be found in the “files” section in Canvas. If you do not submit them together, you will not receive credit for this assignment. This is the one assignment that needs to be completed by the due date because we will be analyzing the data as part of the presentation on 4/14. You can turn this assignment in early.</b></li> </ul>
March 31	<ul style="list-style-type: none"> <li>• <b>Chapter 11 (Managing Conflict and Negotiation) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• Homework: (Due at the start of class on 4/7): 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 4/7 session.</li> <li>• Homework (Due at the start of class on 4/7): Case 11.1 (Conflict in an Emergency Evacuation)(pg. 364).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>EXAM-1: 45-60 questions in 90 minutes.</b></li> </ul>
<b>April 7</b>	<ul style="list-style-type: none"> <li>• <b>Chapters 12 (Leadership: Classic to Contemporary) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 4/22): Read Chapter 13, Self-Assessment 13.1 (Your Understanding of Politics &amp; Power)(pg. 404).</b></li> <li>• <b>Homework (Due at the start of class on 4/22): Exercise 12.4 (Transactional Versus Transformational Leadership)(pg. 394).</b></li> </ul>
<b>April 14</b>	<ul style="list-style-type: none"> <li>• <b>Strengths-Based Leadership Presentation.</b></li> </ul>
<b>April 22</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 13 (Organizational Power and Politics) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 4/21): Read Chapter 14, Self-Assessment 14.1 (Identify Your Strategic Management Type)(pg. 436).</b></li> <li>• <b>Homework Exercise (Due at the start of class on 4/21): 13.2 (The Politics of Measurement)(pg. 429).</b></li> </ul>
<b>April 21</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 14 (Organizational Strategy and Structure) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 4/28): Read Chapter 15, Self-Assessment 15.1 (Your Orientation Toward Change)(pg. 476).</b></li> <li>• <b>Homework Exercise (Due at the start of class on 4/28): Case 14.2 (Bound by Structure)(pg. 466).</b></li> </ul>
<b>April 28</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 15 (Organizational Culture and Change) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework Exercise (Due at the start of class on 5/5): 15.2 (An Approach to Leading Change)(pg. 501).</b></li> <li>• <b>EXAM-2: 45-60 questions in 90 minutes.</b></li> </ul>
<b>May 5</b>	<ul style="list-style-type: none"> <li>• <b>Final day to turn in assignments.</b></li> </ul>