

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA-320II

### Course Title: Organizational Behavior & Administration

(3 Units, 45 hours)

Course Start Date: October 10, 2019

Course End Date: December 5, 2019

Time: Tuesday, 1830-2115 (6:30-9:15 PM) hours and Thursday, 1830-2115 hours

*Note: This is a compressed class schedule and we meet twice per week unless there is a holiday where you will be attending 6-hours of class time and expected to spend 6-18 hours per week on homework and assignments.*

#### LU Catalog 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 (3 units). Course Level: Mastery 1(M1).

#### Instructor's Student Learning Goals & Outcomes for the Course:

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate and use their knowledge of organizational management techniques and policy concepts in this course.

#### Course Learning Goals:

1. Understand the challenges organizations face in integrating individuals with different personalities, from different cultures, and abilities into the organization or workforce.
2. Understand your own management style and how you will need to become more of manager-coach as it relates to influencing and managing the workforce in the organizations of today.
3. Strengthen critical thinking, analysis and writing skills, research and problem-solving skills, and presentation skills through the use of management case studies, personal application papers and group exercises.
4. Understand the role technology, creativity and continuous learning play in obtaining higher and more productive performance.
5. Understand how government, environment and economic forces affect organizational behavior.
6. Understand the importance of the role that strengths-based and effective leadership and management have at all levels within an organization.
7. Build and strengthen your skills and ability to bring multiple teams together and make effective decisions (understanding your limitations, how to support your decisions using analytical evidence, and applying critical thinking skills).

#### Course Learning Outcomes:

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, and demonstrate the ability to effectively apply this knowledge in their analysis of OB case studies, course assignments, and course exercises.

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 learn and effectively apply concepts of organizational judgment and influence as it relates to organizational decision-making at the individual, group, and organizational levels in their coursework.
4. Students will have effectively 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).
5. Students will have engaged in role-playing exercises where they will have opportunities to successfully apply what they have learned and/or to identify areas for professional improvement. These exercises will include business negotiations, interpersonal relationships, conflict resolution, work-team development, and the delivery of performance appraisals.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life, Lincoln's institutional goals and program learning outcomes are a priority for our University, for you, and are my priority for this course. You should familiarize yourself with them and they are located in the appendix at the end of this syllabus. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

### **Required Text, Supplemental Texts, Technology & Web Sites**

#### **Required Text (print, digital, rental):**

Neck, C.; Houghton, J.; Murray, E.

2019      Organizational Behavior: A Skill Building Approach/ 2e. Sage Publishing, Thousand Oaks, CA. ISBN-13: 9781544317540 (pk)

Paperback cost: \$135 / e-book: \$68.00

#### **Recommended Supplemental Text Hardcover or Digital:**

Clifton, Jim; Harter, Jim

2019      It's the Manager. Gallup Press. ISBN-13: 9781595622242.

#### **Websites:**

<http://www.sagepub.com>

#### **Smartphone, Tablet, Notebook Computer Technology:**

Organizational and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our 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 and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). 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 before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is not allowed unless we are on a class break. The instructor will take corrective action if this privilege is abused.

## **Instructor**

Dr. Mike Guerra, Associate Professor of Business Administration

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

**Lincoln University e-mail address:** [mguerra@lincolnuca.edu](mailto:mguerra@lincolnuca.edu) (you can e-mail me any time)

Office Hours: Room 301, Tuesday (4:00 pm to 5:00 pm) by arrangement in advance

### **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. Secretary of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, management audits, problem-solving, strategic, and organization development in NGOs, government, and a small number of 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, problem-based learning, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, policy development, organizational training and education systems, managerial accounting, management audits, and both contract and labor union negotiations (as a union negotiator and as a management representative). In addition, has extensive experience in domestic marketing strategy and limited experience in international marketing strategy relating mostly to the service industry, but have also participated in marketing activities (print, digital, B2B, B2C) related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and software (Heartmath) conducive to organizational performance. Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, has extensive experience with designing, implementing, and managing employee compensation and

professional development and training programs. Also, have designed, implemented, evaluated organizational employee performance evaluation systems linking them with promotional, compensation, retention, and succession strategies.

Professional Academic Experience: Has taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at other universities. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School (USF) of Management (it has been over 20+ years with USF). As a professional practitioner, have been involved in designing and delivering professional training programs and courses that received lower division undergraduate course credit since 1986.

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).

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### **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. Also, think of this course syllabus as being similar to organizational workplace policies and procedures.

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 be skilled in 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.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

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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. 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.

**As you can imagine, university level coursework requires significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to 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 by the Registrar's office. 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. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

### **Classroom Management**

Consider that a classroom is similar many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product—YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-320 course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- 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.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to develop an understanding of their place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for

plagiarism detection and for no other purpose. Originality Reports WILL be available for your viewing.

- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** “This syllabus and schedule are subject to change in the event of extenuating circumstances.” If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **Students with Disabilities:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
  - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library:** This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

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.

- **Syllabus Confirmation and Understanding:** The syllabus can be downloaded from the LU website. Once you are able to register your e-mail with Turnit-In, 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.
- **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. **Group assignments must be posted by each member of the group who prepared the assignment to Turnit-In.**
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA 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. There are also free templates at the MS Office Word website that you can download.
- **Late Assignments:** 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 until you reach 50% of the point value for the assignment. Once you reach this percentage, you can still earn up to 50% of the point value for turning in any late assignments by the last day of class.
- **Late Registration:** If you register for the class late (up to three missed class sessions), 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.
- **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 essentially a cross-cultural management 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 may be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations.
- **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 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.

### **Class Attendance Defined**

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.

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.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

**Class attendance is taken only once for each class session at the beginning of class using either coursework, textbook checks, or by a student's presence. I do not record late students. If you miss three consecutive sessions, you will be dropped from this course since your absence should have a**

**negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.**

## Assignments & Coursework

### **Useful Definitions:**

To understand what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor, but it is a site where you can easily look them up for yourself using “search”):

Critical Thinking: “The objective analysis of facts to form a judgement.” This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: “Identifying the needs and determining the solutions to business problems.”

Self-Reflection: “Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic.”

Position Paper: “A report outlining someone’s attitude, opinion, or intentions regarding a particular matter.”

Annotated Summary Bibliography: “A bibliography that gives a summary of each of the entries. The purpose of the annotations is to provide the reader with a summary and an evaluation of each source. Each summary should be a concise exposition of the sources central idea(s) and give the reader a general idea of the source’s content.”

Reflection Journal Definition Link:

[https://www.niu.edu/facdev/pdf/guide/assessment/reflective\\_journals%20and\\_learning\\_logs.pdf](https://www.niu.edu/facdev/pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf). Northern Illinois University (2019).

### **Description of Assignments:**

**\*\*\*Note: In the Turnit-In system, I have turned on the feature so you can submit multiple versions of your assignment that will replace the previous one you uploaded until the due date. So, you can obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

- 1) **Individual Reflection Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include their assignments from the textbook. This will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:
  1. To demonstrate an ability to take in an experience/activity and describe it.
  2. Provide insight into a student’s ability to connect this experience/activity to past learning or to the text in this course.
  3. Provide evidence of the student’s ability to plan for the future, which is an indicator of a student’s capacity for life-long learning.

A journal entry should consider these questions:

1. What? What happened? Was there a difference between what you expected and what happened? What did you do?

2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities?
3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about?

**At the minimum**, students should complete one journal reflection entry for each class session. Some of the assignments will be included as part of the journal instead of separate homework assignments. **MORE THAN ONE JOURNAL ENTRY FOR EACH SESSION CAN HELP INCREASE YOUR OVERALL GRADE FOR THE SPECIFIC CLASS SESSION BECAUSE IT ALLOWS YOU MORE OPPORTUNITIES TO DEMONSTRATE YOUR LEVEL OF COMPETENCY.** Students will submit their journals on Turnit-In three times during the semester for assessment. Journal reflection entries (not assignment entries) will be assessed using the following point values for each class session (Refer to the paragraph above):

- What? = 1 point = to a “C-” grade (#1 ABOVE).
- So What? = 1 point + 1 point for each connection to a lecture or reading (#2 ABOVE).
- Now What? = 1 point + 1 point for a concrete action plan or evidence of action taken (#3 ABOVE).
- So, a total of 3 points are available for each reflection entry (2.85 out of 3 points = “A” grade for the specific entry/it is not 3 points out of the 100 possible for the course).

In addition to the reflection component of the journal, some of the homework assignments will be included in your journal. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You **will not** be submitting them independently. For example, for a class on October 10 with a homework assignment, you would have a reflection entry as indicated above and your homework assignment. So, there would be two things for that class session. When submitting your journal, it is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

For example, a journal submission for the October 10 class session would include:

1. A title with the date of the class session: October 10, 2019,
2. A reflection from you about the session or aspects of the session (#1 above),
3. Your Personal Goals Statement (#2 below).

The next session, for example, will be different because homework will have been added:

1. A title with the date of the class session: October 12, 2019
2. A reflection from you about the session or aspects of the session that can include the textbook or other homework assignments.
3. A reflection of the results of your self-assessment exercise.
4. Your answers to all of the questions from any chapter homework assignments (critical thinking, mini-case, real world).

- 2) **First Assignment: Personal Goals Statement:** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall

learning goals for your degree program. Prepare a paper (at least 200-300 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal.**

- 3) **Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 200-300 words) where you analyze how well you met your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). **This assignment is part of your journal.**
- 4) **First Day Final:** The purpose of this exercise is to activate prior knowledge and provides students with a preview of what will be forthcoming. This exercise will also let students know where to focus their study efforts. On the first day, student will take a non-graded multiple-choice and true/false exam that consists of questions that are similar to a Final Exam, and then identify the questions they found the easiest and those they found to be most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong. **This is a CR/NC scored assignment.**
- 5) **Last Day Final:** The purpose of this exercise is for students to see what they've learned during the course. On the last day of the course, students will re-take the non-graded First Day Final that will also include what questions you found easiest and those that you found most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong. **This is a CR/NC scored assignment.**
- 6) **Entry Tickets:** The purpose of this exercise is to encourage students to review course materials that was recently covered in class. This activity serves to improve retention and recall. It also helps to ensure students come to class prepared (entry tickets), and that any misunderstandings are discovered before moving to new material. Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). **This is a CR/PC/NC grade, you either did it or did not do it, and you need to turn it in within the 15-minute time-period to get credit.** This assignment cannot be made-up.
- 7) **Annotated Summary Bibliography:** You will need to prepare an Annotated Summary Bibliography related to specific topics in the field of organizational behavior that requires TWO entries. You are required to use academic research sources that will require you to access the resources available to you through the LU Library. **You will need to include a summary of the source content, key arguments, proof/evidence mentioned in the work, methodology and/or theories, and the conclusion drawn by the source. You do not need to evaluate the work, you will be graded on an A-F grading scale, and it should be 1-2 typed pages in length.** Submit your assignment to Turnit-In.

- 8) **Individual: Mini-Case Studies:** Each chapter has a 1-2 page mini-case study that asks you to answer two critical thinking questions at the end using the concepts discussed in the chapter. You only have to be prepared to answer the questions during our class session, and you can include your reflection on the case in your journal for as part of your reflection for the class session. You do not earn specific points for this case reflection. **This assignment is part of your journal.**
- 9) **Individual: OB in the Real-World Business/Personality Case:** Each chapter identifies a company or business executive that exemplifies concepts covered in the chapter. At the end of the case, there are 1-4 questions that you will answer. You only need to answer the questions and to not need to include the actual case. You will include your answers in your journal along with the title of the case. **This assignment is part of your journal.**
- 10) **Individual: Thinking Critical Exercises:** Every chapter contains 3-5 Thinking Critical Exercises. You need to pick one of the three-five (your choice) and complete it. Include your answer in your journal. You do not need to include a copy of the exercise in your journal. **This assignment is part of your journal.**
- 11) **Individual: Chapter Case Studies:** Each chapter contains a case study that covers the material in the chapter. The case will have 1-4 questions at the end that you will answer and submit to Turnit-In. Make sure you title your submission with the title of the case along with the due date. These assignments are submitted to Turnit-In for an A-F grade.
- 12) **Individual: Self-Assessment:** Every chapter contains a short self-assessment exercise that you will complete as homework before coming to class. You will reflect on the findings of your assessment in your journal entry for the chapter/class session.
- 13) **Group OB Research & Problem-Based Teaching Project:** Each learning group will be provided an organizational problem that will require the learning group to identify the problem, and to design and deliver a 10-minute in-service employee training session that effectively addresses the organizational problem. The organizational problem will be related to one of the 15 chapters in our OB textbook, and you will need to apply the action orientated approach discussed in the text, and you will need to conduct in-depth research of the subject **beyond** what is included in our text. The bibliography at the end of the chapter may be a starting point. You will then prepare a 10-minute problem-based training session for the class, which the group will deliver to the class on the last day of class (December 5). The instructional design of the training session needs to include an effective adult or andragogy training methodology along with corresponding training objectives that will include problem-based learning methods. **This will be graded on an A-F grading scale, and there are three parts to this assignment:**
- Turn in a draft typed report of your training session to Turnit-in for review. You will not be graded on the draft copy. It serves as a check-in to see if the group is meeting the objectives of the assignment.
  - Deliver your training session to the class, which is graded in an A-F scale.
  - Submit your typed training lesson plan to Turnit-In after your training session, which is graded on an A-f scale.

**14) In-Class Group Exercises:** “You Make the Call” Chapter Videos: Each chapter contains a video simulation where you will see a typical management situation, and you will have the opportunity to improve and practice your critical thinking and decision-making skills to resolve the situation. After viewing the video in-class, your group will work together to come-up with a solution, and discuss your solution with the class. This is not a written/typed assignment, but can be part of your class session reflection.

**15) In-Class Group Exercises:** “Up for Debate”: Each chapter contains a controversial management issue, and you will have the opportunity to increase your mastery of the topic by using your critical thinking skills to help your group effectively present one of the two positions in an informal class debate. This is not a written/typed assignment, but can be part of your class session reflection.

**16) 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 raises the issue during our class.

**Course Work Institutional (ILO), MBA Program Student Learning Outcomes (PLO) & Course SLOs<sup>1</sup>**

**(See Appendix at the end of the syllabus for ILO/PLO Definitions & Resources)**

I/G Assignment (I = Ind., G = Group)	Course Grade Weighting	ILOs	PLOs	Course SLOs
I/Journal (x3 submissions, 32 points) (A-F grade scale)	32%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Entry Tickets (x12, 0.25 points each) (CR/PC/NC scale)	3%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/First Day & Last Day Final (not graded A-F) (CR or NC scale)	4%	1, 2, 5, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Annotated Bibliography (A-F grade scale)	3%	1, 2, 7	1, 2, 3, 4, 5, 6	1
I/Chapter OB in the Real-World Exercises (x13) included in Journal		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Chapter Mini-Cases (x11), May be included in Journal		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Chapter Critical Thinking Exercises (x12) Included in Journal		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Reflection of Chapter Self-Reflection Exercise (x15) Included in Journal		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
I/Chapter Case Study (x11) submitted to Turnit-In, A-F grade scale	33%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
G/In-Class “You Make the Call” video exercises. Not graded.		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4

G/In-Class “Up for Debate” debate exercise. Not graded.		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
G/Draft Typed Group Training Project submitted to Turnit-In	2%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
G/Typed Group Training Project submitted to Turnit-In.	19%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4
G/Oral Group Training Delivery	4%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6,	1, 2, 3, 4

As you review the table above, you will notice that each assignment is connected to institutional, program and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve each goal and outcome throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values so you have the opportunity to improve your work before a final submission.

### Grading

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:” What do I need to do to earn an ‘A’ grade?” This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

#### *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 Journal (1 <sup>st</sup> submission 9 pts., 2 <sup>nd</sup> submission 13 pts., 3 <sup>rd</sup> submission 10 pts.) that includes critical thinking assignments, mini-cases, OB in the Real-World, and Self-Assessment exercise reflections. Each class session is evaluated using the following formula: 3 points for each assigned Critical Thinking Exercise, OB in the Real-World Exercise, and Mini-Case; and 1 point for each Self-Assessment Exercise; and 3 points for each journal reflection entry for a class session. This translates into: 47 points (28.33% or 9 points of the total Journal grade) for Journal Submission 1, 67 points (40.33% or 13 points of the total Journal grade) for Journal Submission 2, and 52 points (31.33% or 10 points of the total Journal grade) for Journal Submission 3. All Journal Submission are graded on an A-F scale. If you earned 40 points of 47 points for J1, you would have earned 85% or a “B” grade for the assignment.	32%	32
Individual: Entry Ticket Exercise (x12, 0.25 points each) (CR/PC/NC grade)	3%	3
Individual: First Day Final & Last Day Final (NOT GRADED, counts as exercise participation [2 points each])	4%	4
Individual: Homework Assignments; Chapter Case Studies submitted to Turnit-In (11 x maximum of 3 points each) and graded on an A-F scale.	33%	33
Individual: Annotated Bibliography Exercise graded on an A-F scale.	3%	3
Group: Draft Typed Training Session submitted to Turnit-in (CR/PC/NC grade)	2%	2
Group: Typed Group Training Session Project graded on an A-F scale.	19%	10
Group: Oral Group Training Delivery to the Class graded on an A-F scale.	4%	4
<b>Individual – 75%    Group – 25%</b>	<b>100%</b>	<b>100</b>

### Schedule & Homework Assignments

Session	Course Outline
<b>OCT 10</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to course and syllabus review.</b></li> <li>• <b>Review of Institutional, MBA Program &amp; Course Student Learning Outcomes.</b></li> <li>• <b>Training on completing educational learning reflection journals:</b>  <a href="https://www.niu.edu/facdev/pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf">https://www.niu.edu/facdev/pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf</a>.</li> <li>• <b>Learning Group Assignment (4-5 other students to form a learning group).</b></li> <li>• <b>First Assignment: Personal Goals Statement (Include in journal).</b></li> <li>• <b>First Day Final (Graded as a participation exercise not as an exam).</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/15): Read Chapter 1: Why Organizational Behavior Matters.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 10/15): Read Chapter 2: Diversity and Individual Differences.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/15): Select one Thinking Critical Exercise in Chapter 2 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 10/15): Annotated Bibliography related to the field of Organizational Behavior that requires TWO entries (See Assignment section above for details). You are required to use scholarly academic research databases that will require you to access the resources available to you through the LU Library. <u>Caution: Internet searches through Google/Bing or others will not provide you with the graduate level data that you will need. Book or Textbook entries do not qualify as research for this assignment.</u></b></li> </ul>
<b>OCT 15</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Individual Homework (Due at the start of class on 10/17): Read Chapter 3: Perception &amp; Learning.</b></li> <li>• <b>Individual Homework (Due at the start of the class on 10/17): Complete the OB in the Real World for Chapter 3 and include it in your journal.</b></li> <li>• <b>Class Session Topics: Chapters 1 &amp; 2 .</b></li> <li>• <b>Reminder: Annotated Bibliography due: Post to Turnit-In.</b></li> </ul>
<b>OCT 17</b>	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 10/22): Read Chapter 4: Emotions, Attitudes, and Stress.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/22): Complete the mini-case study for Chapter 4 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/22): Complete the OB in The Real-World exercise for Chapter 4 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/22): Select one Thinking Critical Exercise in Chapter 4 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 10/22): Complete the Chapter 4 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>OCT 22</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topic: Chapter 4.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/24): Read Chapter 5: Motivation: Concepts &amp; Theoretical Perspectives.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/24): Complete the OB in The Real-World exercise for Chapter 5 and include your answers in your journal.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 10/24): Select one Thinking Critical Exercise in Chapter 5 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 2/13): Complete the Chapter 5 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>OCT 24</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 5.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/29): Read Chapter 6: Motivation: Practices &amp; Applications.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/29): Complete the OB in The Real-World exercise for Chapter 6 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/29): Select one Thinking Critical Exercise in Chapter 6 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 10/31): Complete the Chapter 6 Case Study and submit your answers to Turnit-In.</b></li> <li>• <b><i>DUE TODAY: POST YOUR JOURNAL (J-1) ON TURNIT-IN (Covering October 10 to October 22 class sessions).</i></b></li> </ul>
<b>OCT 29</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 6.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/31): Read Chapter 7: Teams</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/31): Complete the OB in The Real-World exercise for Chapter 7 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 10/31): Select one Thinking Critical Exercise in Chapter 7 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 11/5): Complete the Chapter 7 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>OCT 31</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 7.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/5): Read Chapter 8: Decision Making, Creativity, and Innovation.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due on 11/7): Complete the Chapter 8 Case Study and submit your answers to Turnit-In.</b></li> <li>• <b>Individual Homework (Due on 11/5): Select one Thinking Critical Exercise in Chapter 8 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/5): Read Chapter 9: Ethics and Social Responsibility in Organizations.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/5): Complete the OB in The Real-World exercise for Chapter 9 and include your answers in your journal.</b></li> </ul>
<b>NOV 5</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 8 &amp; 9.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/7): Read Chapter 10: Effective Communication.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/7): Complete the OB in The Real-World exercise for Chapter 10 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/7): Select one Thinking Critical Exercise in Chapter 10 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 11/12): Complete the Chapter 10 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>NOV 7</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 10.</b></li> <li>• <b>Individual Homework (Due at the start of class on 3/27): Read Chapter 11: Trust, Conflict &amp; Negotiation.</b></li> <li>• <b>Individual Homework (Due at the start of class on 3/27): Complete the OB in The Real-World exercise for Chapter 11 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 3/27): Select one Thinking Critical Exercise in Chapter 11 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 3/27): Complete the Chapter 11 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>NOV 12</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapter 11.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/14): Read Chapter 12: Leadership Perspectives.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 11/14): Complete the OB in The Real-World exercise for Chapter 12 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/14): Select one Thinking Critical Exercise in Chapter 12 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 11/19): Complete the Chapter 12 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>NOV 14</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapter 12.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/19): Read Chapter 13: Influence, Power, &amp; Politics.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/19): Complete the OB in The Real-World exercise for Chapter 13 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/19): Select one Thinking Critical Exercise in Chapter 13 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 11/21): Complete the Chapter 13 Case Study and submit your answers to Turnit-In.</b></li> <li>• <b><i>DUE TODAY: POST YOUR JOURNAL (J-2) ON TURNIT-IN (Covering October 24 to November 12 class sessions).</i></b></li> </ul>
<b>NOV 19</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topics: Chapters 13.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/21): Read Chapter 14: Organizations &amp; Culture.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/21): Complete the OB in The Real-World exercise for Chapter 4 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 11/21): Select one Thinking Critical Exercise in Chapter 2 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 12/3): Complete the Chapter 14 Case Study and submit your answers to Turnit-In.</b></li> </ul>
<b>NOV 21</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 12/3): Read Chapter 15: Organizational Change &amp; Structure.</b></li> <li>• <b>Individual Homework (Due at the start of class on 12/3): Complete the OB in The Real-World exercise for Chapter 15 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due at the start of class on 12/3): Select one Thinking Critical Exercise in Chapter 15 and include your answers in your journal.</b></li> <li>• <b>Individual Homework (Due on 12/5): Complete the Chapter 15 Case Study and submit your answers to Turnit-In.</b></li> <li>• <b>Group can now submit their draft Group Training Presentation Project for feedback before presentation day (Can also be submitted on 12/3).</b></li> <li>• <b>Class Session Topics: Chapter 14.</b></li> </ul>
<b>DEC 3</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Class Session Topic: Chapter 15.</b></li> <li>• <b>Group can submit their draft Group Training Presentation Project for feedback before presentation day.</b></li> <li>• <b>Last Day Final (Graded as a participation exercise not as an exam).</b></li> </ul>
<b>DEC 5</b>	<ul style="list-style-type: none"> <li>• <b>Group Strategic Management Business Case Training Presentations.</b></li> <li>• <b><i>DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering November 14 to December 3 class sessions).</i></b></li> <li>• <b>Reminder: What Have You Learned Assignment is due: Include in Journal 3.</b></li> <li>• <b>DUE TODAY: GROUP PROJECT POST ON TURNIT-IN &amp; GROUP PRESENTATION.</b></li> <li>• <b>Late Assignments NOT accepted after December 9, 2019.</b></li> </ul>

Detailed description of learning outcomes and information about the assessment procedure are available at the. [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).