

LINCOLN UNIVERSITY COURSE SYLLABUS & GUIDE

COURSE NUMBER: BA-320

Course Title: Organizational Behavior

(3 Units, 45 classroom hours)

Course Start Date: January 29, 2025

Course End Date: May 14, 2025

Time: Wednesday, 12:30 PM to 03:15 PM

Office Hour: Wednesday, 3:30 PM to 4:30 PM by arrangement

Classroom: TBD (Check classroom assignment on website and/or when you arrive on campus)

Lincoln University Course Catalog 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, 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) (*Mastery I-MI*).

Required Text, Supplemental Texts, Technology & Course Management Sites:

Required Text (print, digital, rental)(HEOA compliant):

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

2023 Organizational Behavior: A Skill-Building Approach, 3e. Sage Publications, Thousand Oaks, CA. ISBN: 9781071854426 (paperback) (\$150.00).

E-Text: \$72.00* (* 180-day rental)

Digital Content: The Korean series Agency (2023) about an advertising company will be used throughout our course for student group assignments and will be watched in class. Should you miss class and need to make-up your missing coursework, or you want to re-watch it with language subtitles other than English, there are several sites where you can do that at:

<https://www.justwatch.com/us/tv-show/agency>

Tubi and Roku are free with ads, and the cost for Rakuten Viki, Netflix, Apple TV+ ranges from \$5.99 to \$9.99/monthly subscription.

Required course digital site(s) and access:

Lincoln University has an institutional Canvas account so you will be able to access ALL of your classes and you will already be on the roster for each of your courses. From Canvas, you can download course materials, see your progress in each of your courses, and review feedback from Turnit-In on the course work you submit for grading. Most of the course materials can be found under the “Files” section for this course. The following link is on the LU website at:

<https://students.lincolnuca.edu/canvas/>

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website:

<https://acqa.lincolnuca.edu/learning-outcomes-assessment/>.

Instructor’s Competency-Based Student Learning Goal(s) & Outcomes for this Course:

Based on my professional management practitioner background, industry background, and academic experience; I have developed the following competency-based learning goals and outcomes for this course that will focus on equipping students with those skills and abilities that have real-world relevance and align with the requirements to be successful in the current and future dynamic workforce.

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate their mastery of organizational management competencies, techniques, and policy concepts in this course at the level of an undergraduate student.

Course Learning Goals:

1. Understand the fundamental concepts and theories of organizational behavior.
2. Analyze individual behavior in organizational settings, including motivation, perception, personality, and attitudes.
3. Evaluate group dynamics, including team processes, development, and decision-making.
4. Discuss the role of leadership styles and behavior in shaping organizational culture and organizational effectiveness (OE).
5. Examine the impact of power, politics, and conflict on organizational behavior and effectiveness.
6. Explore organizational structure, design, and change management processes.
7. Develop communication and interpersonal skills essential for effective management and leadership (digital, verbal, non-verbal).

8. Apply critical thinking and problem-solving skills to analyze and address organizational behavior challenges.
9. Explore ethical considerations in organizational decision-making and behavior.

Course Learning Outcomes:

1. Students will be able to explain key organizational behavior theories and concepts in written assignments, quizzes and exams.
2. Students will demonstrate the ability to apply organizational behavior theories to analyze and propose improvements to organizational effectiveness (OE) using real-world case studies/simulations presented in class and group discussions.
3. Students will successfully identify and critically evaluate various aspects of individual and group behavior in organizations through assessments and presentations.
4. Students will be able to assess the impact of leadership styles on employee performance and organizational effectiveness (OE) through exams and class participation.
5. Students will exhibit improved communication skills, teamwork skills, and cyber business/social networking through group projects, group discussions, and class presentations.
6. Students will demonstrate an understanding of diversity of thought in domestic, international, and multi-national organizations by participating in discussions, analyzing case studies, and completing related assignments.
7. Students will be able to analyze and compare different organizational cultures and their effects on organizational effectiveness (OE), employees' motivation and job satisfaction through written reports, exercises, and presentations.
8. Students will demonstrate improved conflict resolution and negotiation skills through role-playing exercises, simulations, or case studies presented in class.
9. Students will make ethical decisions and judgments related to organizational behavior issues by presenting ethical dilemmas and solutions in assignments and/or class presentations.
10. Students will exhibit improved self-awareness, employee engagement, and emotional intelligence through reflection exercises, self-assessments, and feedback from peers and instructors throughout the course.

While I believe, from my professional experience, that my competency-based 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. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Introduction

Our current globalized work setting is very different in some industries than was the case in the pre-COVID work environment that still continues to evolve, and organizations need to rapidly adapt to this new business/work environment to successfully continue operations and effectiveness. It has affected

business ranging from a multinational corporation to a one-person business that ships products or provide services to overseas customers and clients. As some of you are already aware, the current talent recruitment, talent management, and work performance expectations have dramatically changed from what it was even a year or two ago. I will try to provide current or even real-time relevant international business situations and issues.

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 a business student. 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.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

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

Course Specific Office Hour: Room 301, Thursday, 03:30 pm to 04:30 pm) by arrangement in advance.

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional practitioner credibility in the discipline, he or she is teaching for students taking a course so students can understand how concepts and approaches discussed in a textbook are actually used and/or adapted in professional practice.

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 for-profit, 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. President of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past 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, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional chief executive experience in managing Web-3 blockchain exchange investment operations; domestic procurement; service operations; capital budgeting; policy development; MIS administration, needs assessment and purchasing; cyber social networking and marketing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; improving organizational effectiveness (OE); managerial accounting; management audits; problem-based-learning (PBL) training programs; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally; have designed, implemented, and managed marketing, recruitment, retention, and hiring programs for attracting and keeping new talented employees.

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. Have occasionally been a paid guest lecturer on a variety of topics, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization (not organizational) development and leadership at other universities. In addition, has occasionally consulted with local colleges and universities external to Lincoln to design or revise lower/upper division undergraduate, graduate, and doctoral degree educational programs. Additionally, has 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 of Management (USF). As a professional practitioner, have been involved in designing and delivering legally defensible 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 Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE)

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, 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 just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking, and crowdsourcing as it relates to this course, web-based instruction, and video (some videos will be in South Korean or another language with English subtitles). As mentioned above; having your smartphones, tablets, and notebook computers readily available 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 the classroom. 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 and course materials.

This semester, there may be one or two times where a class session may need to be held online through Canvas due to me having to be away on university/professional business. In these circumstances, I will cover the instructional material and have class discussion using the Canvas platform.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. 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.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, 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, or when this happens, and you need to participate in a quick Zoom business call while riding in a Grab car. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions (ground classes, and if necessary, online) 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 Provost's office 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.

Classroom Management

Consider that a classroom is similar in 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-175 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 at the following link: [http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20\(2020-2021\).pdf](http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf). 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 to 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 explain their personal self/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.
- **Eating is not allowed in class.** You may have water and/or a beverage container that is spill resistant. This is a recent policy change for me since Lincoln needs to economize of maintenance services for classrooms. Chewing gum is fine but no blowing bubbles.
- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments on Canvas that has Turnit-In activated. Student work will be used for plagiarism detection. Originality Reports WILL be available for your viewing.
- **AI Assist Detection:** Turnit-In incorporates AI detection software that integrates with their plagiarism detection software. AI detection includes comparing your past assignment submissions with the current one the software is reviewing. If the writing styles do not match it will flag your submission for further analysis for AI assistance. You are encouraged to use the grammar/writing assistance tools along with the plagiarism correction tools that are part of Turnit-In. You can upload review copies to Turnit-In up the deadline for the submission to get

feedback to improve your assignment. Once the deadline for the assignment is past, you can only submit once to Turnit-In, which is the one that will be graded. If you use a vendor like Grammarly, please indicate this by adding a note in Canvas for the assignment explaining what software you used to modify your coursework so I can review it if the AI in Turnit-In flags it as AI generated. If you don't post a note identifying your use of software to assist your writing, the assumption will be that it is AI generated and you will receive zero points for the assignment. Spell check or MS Word editing software is not flagged as an AI assist so don't mention that you used it. Also, Google Docs and Apple Pages is not flagged.

- **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 in Canvas so you can track changes. This is especially important to take note of since I may need to modify the syllabus if the number of enrolled students is below 15, or larger than 45.
- **Student Composition:** For classes comprised of multiple student classifications, the instructor will try to modify the educational experience to best accommodate everyone's instructional needs.
- **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 medically documented 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 as defined by California and federal laws. The recommended reasonable accommodations to ensure full participation in the successful completion of course requirements according to the verified disability will help guide modifications to course instructional materials, assignments, and exams. If a student believes he or she has a professionally undiagnosed learning disability, please complete the request below so that the university can help suggest options for obtaining medical assistance (student health insurance is a possible option) for your perceived disability so your disability can be validated, and accommodations can be made in class as soon as the validation can be used to guide the accommodation. You can use this link to expedite your request:
<https://acqa.lincolnuca.edu/ada-accommodations/>
 - **I have included a link from the University of California system that describes what is required to obtain a medically documented disability as a guide:**
<https://dsp.sa.ucsb.edu/sites/default/files/2020-07/ldpractices.pdf>

- **Academic Counseling/Tutoring/Remedial Instruction:** If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: <https://students.lincolnuca.edu/academic-counseling/>.
- **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, explain 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:** To complete assignments, you will find it helpful to use resources available through the Lincoln University Library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).
- **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) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

If coursework is submitted that contains significant evidence of plagiarism (10%-80% of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. Between 80-100%, there will be zero points. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be reduced severely using the following criteria. If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect low-satisfactory to poor achievement (73% or less). If there is evidence of 10-25% of plagiarism, the grade/evaluation will be "F" or 59% of the points. If there is more than 25% of plagiarism, there will be "0" points for the assignment. Repeat violations will be referred to the provost office for misconduct. And assignments cannot be re-done.

If more than one student in class is found to have plagiarized by copying the same assignment from another student, all of the involved students will receive "0" points for the assignment regardless of the percentages listed above.

- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website and 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 or you need clarification, 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 1% for not following instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you must use your lincolncasf account for electronic submissions.

- **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 (pick one and be consistent) 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 Assignment Point Deductions:** Individual (includes homework exams) and Learning Group Case assignments can be turned in late under the following conditions. If the assignment is turned in late after one full week (class day to class day), there will be a 5% deduction for the assignment point value before it is graded if it is submitted by the end of the second full week. **Assignments are not accepted if they are submitted more than two full weeks late (see below for assignments due the last day of class). So, 2-weeks late, "0" points for the assignment even if submitted.** The reason for this is that when I had a more generous late submission policy, students would use the late submission deadline as their due date and would submit their assignments one month late, which affected their learning ability to keep pace with the instructional methodology for the course.
- Assignments uploaded into the "comments" section of an individual assignment on Canvas will not be graded since it has not been evaluated by Turnit-In.
- Assignments due on the last class session can be turned in up to 2-days late without any late point deduction; however, assignments submitted after the 2-day deadline will receive zero points. The only exception is if the student provides verifiable documentation that the circumstances were involuntary as determined by this instructor.
- **Late Registration:** If you register for the class late (up to three weeks), 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—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.
- **Late Exams/Quizzes:** If you missed an in-person exam due to late registration, a make-up in-person exam will be given using the same schedule for late registration. For online quizzes/homework exams, please pay attention to the due dates and availability dates indicated in Canvas.
- **Missed In-Person Exams/Quizzes (Not Homework Exams/Quizzes):** If you miss an in-person exam, and have a valid excuse (healthcare providers note, accident report number, subpoena, etc.), you can take a make-up in-person exam within one week of the original exam date. It is the student's responsibility to contact the instructor and request a date/time for the make-up exam, which the instructor may approve, or provide an alternative date for when the instructor is available on campus. If a student misses an exam because of parental issues, please contact the

instructor to discuss if the circumstances qualify for a make-up exam. Missing an in-person exam for the student's convenience such as: a doctor's appointment, an appointment with an attorney, work, etc. do not qualify as an excuse for missing an exam.

- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Canvas by the assignment deadline.**
- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.
- **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 will 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. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **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 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 or exams (not exams assigned as homework, relates to in-class exams) that do not require group 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 are a student or student athlete, you are able to take your exam in advance of the scheduled assessment day, and it is the student's responsibility to contact the instructor to arrange it. Student athletes who notify the instructor after the exam date can make-up the exam following the make-up exam process.

You cannot make-up group assignments or in-class group activities if you are absent or are unable to participate in the group regardless of the reason since it is a group grade not an individual grade. Students who have a medically verified learning disability from a medical professional that specifically relates to working in a group can have this assignment modified to follow the recommended accommodations specified in their medical report.

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 (first 25 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. **I do not record late students if they have not arrived at class within the first 25 minutes of class.**

In an online or Zoom classroom, I will check on attendance throughout the online session. You may need to register to enter each class session, which then automatically documents attendance.

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/or on the grades of your fellow group members. For more information, please consult the LU catalog.

Assignments & Coursework

Except for presentations, you will only have to submit your coursework to Canvas. Please see the schedule at the end of this syllabus for further details.

Individual: Course Work Institutional (ILO), and Program Student Learning Outcomes (PLO) & Course SLOs

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	PLOs	Instructor's Course LOs
I/ Homework Assignment #1	12%	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5,6,7,8,9,10
I/ Homework Assignments 2-9 (8 assignments, 3 points each)	24%	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5,6,7,8,9,10
I/ Homework Textbook Chapter Quizzes (5 multiple-choice questions per quiz, 14 total quizzes, 2 points per quiz)	28%	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5,6,7,8,9,10
G/ Homework Assignments for Agency (26 questions, 1.5 points each)	36%	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4,5,6,7,8,9,10

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 most goals and outcomes 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.

Description of Assignments:

*****Note: In the Canvas system, I have turned on the feature so you can submit multiple versions of your assignment so you can obtain feedback from Turnit-in. This will allow you to 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.**

If you think there is conflicting information, please refer to the course session schedule at the end of this syllabus for any updated and/or revised information concerning assignment instructions, modifications, or due dates. If there is conflicting information, the course session schedule is the final determinant for coursework.

1) 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 the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.

2) Individual Homework Assignment #1: As an organizational member of a business, government organization, NGO, or Non-Profit organization (your choice to select); develop a white paper designed to increase organizational effectiveness (OE) using artificial intelligence

driven (AI) strategies, methods, tools and processes to change organizational behavior. This can be achieved by adopting one or more of the following elements: Data-driven decision-making, performance monitoring and feedback, personalized training and development, behavioral analysis and feedback loops, gamification for engagement, predictive analytics for talent management, inclusive and bias-free decision-making, collaborative AI-platforms, real-time communication and feedback, ethical AI practices, change management support, and a continuous learning culture. Your white paper should be from 10-12 pages including a title page, table of contents, executive summary, and reference page. In addition to the document, you will make a 5-10 minute virtual presentation using Zoom in-class where you will have the opportunity to make a persuasive presentation to convince stakeholders to pursue your proposal. A simplified example of a white paper for this type of assignment is include in the “guide” section at the end of this syllabus/guide.

- 3) **Individual Homework Assignments from Chapters in the Textbook: Please refer to the course schedule at the end of this syllabus.** When there is more than one question to be answered for the assignment, the overall grading points will be equally divided between the number of questions for a particular assignment (assignments 2, 4, 5, 6, 7, 8). These homework assignments are graded on the A-F grading scale.
- 4) **Individual Homework Assignment #3 Meyers-Briggs (Chapter 3):** Up for Debate: Personality Testing (page 72). Answer the two questions after completing the “free” Meyers-Briggs (MBTI) personality inventory at: <https://www.truity.com/test/type-finder-personality-test-new>. Include your 4-letter MBTI inventory results in your 250-350 word (1-2 pages, 12-point font, double space)(Graded on an A-F scale).

5) **Group Homework Assignments:**

Because my professional work practice area involves working with Asian companies and organizations, I will work to include this experience with our coursework in the hope that it will help better prepare you for organizational life that will probably include interaction with Asian business culture. So, we will be using the Korean limited video series called “Agency” on Netflix as an engaging case study during our course with English subtitles (if you have Netflix, you can use a variety of languages if you so choose) in class so you will not need to subscribe or rent the series on Netflix.

Why I like using “Agency” is that this series presents students with unique insights and perspectives that covers the fundamental concepts, approaches, and principles of organizational behavior in a simulated real-world setting (even if it is a drama) and allows students to analyze situations presented in the show. This assignment encourages critical thinking, active class discussion, and the practical application of OB theories to enhance your learning experience. In addition, this series provided students with the opportunity to observe and evaluate many of the concepts and approaches in practice by actors portraying business people who are influenced by their own personalities, skills, knowledge, abilities, power dynamics, and organizational politics. For our class, we will address the following areas of OB:

1. **Employee Engagement and Motivation:** We will discuss how the characters' motivations, job satisfaction, and engagement with their work are portrayed in the series. What drives the characters to excel or underperform in their roles?
2. **Leadership Styles:** Analyze the leadership styles portrayed by the characters in the show. We will look at how they motivate their teams, make decisions, and handle challenges. We will discuss the effectiveness of different leadership approaches and their impact on organizational performance.
3. **Team Dynamic/Effectiveness:** We will explore how effective teamwork is portrayed in the series. How do the team members collaborate, communicate, and resolve conflicts? What makes the team successful (or unsuccessful) in achieving their goals?
4. **Communication:** We will examine the communication patterns and strategies used by characters in the series. We will analyze how they convey information, provide feedback, and build relationships. We will discuss the role of effective communication in shaping organizational culture and enhancing collaboration. How do effective communication strategies (or lack thereof) affect relationships and outcomes within the organization?
5. **Conflict Resolution:** We will study how conflicts arise with Agency, and how they are managed and resolved within the agency. We will identify different conflict resolution strategies used by the characters and evaluate their effectiveness. We will discuss the importance of constructive conflict resolution in fostering a positive work environment. What conflict resolution strategies are employed, and to what extent are they successful?
6. **Decision-Making Processes:** We will observe how decisions are made within the agency. We will analyze the decision-making processes employed by the characters and evaluate their outcomes. We will discuss the factors that influence decision-making in organizations and the implications for performance.
7. **Organizational Culture:** We will explore the organizational culture depicted in the series; and will discuss the values, beliefs, and norms that shape behavior within the agency. We will compare the organizational culture in the series to real-life examples and analyze its impact on employee engagement and organizational performance.

Agency Group Homework Assignments: Each student group will discuss the questions assigned for specific episodes and develop one answer based on group consensus that will answer each question, and then upload the group's answer to Canvas. Each answer should be 100-250 words and will be graded on an A-F scale. The group will have a total of 26 questions to answer for this assignment category.

- 1) **Agency Episode #1: Group Discussion Questions (DQ):** (1) Analyze Ah-in's leadership style and influence on her team. Is her approach to management effective, or does it hinder the team's success? (2) How do office politics and personal relationships influence decision-making with the agency, particularly in the context of the competition for the executive position?
- 2) **Agency Episode #2: Group Discussion Questions (DQ):** (1) Explore the concept of identity and societal expectations as reflected in the characters Ah-in and Hanna. In what ways do their backgrounds and upbringing influence their behavior and choices? (2) Reflect on the significance of loyalty and solidarity among team members in the face of adversity. How does Ah-in's relationship with Byung-soo and other colleagues demonstrate the importance of strong alliances in a competitive environment?
- 3) **Agency Episodes #3 & #4: Group Discussion Questions (DQ):** (1) How does the strategic maneuvering and power plays between Ah-in and Chang-soo in episodes 3-4 exemplify the

cutthroat nature of corporate environments? What tactics do Ah-in and Chang-soo employ to gain the upper hand in the workplace? **(2)** Reflect on the role of nepotism and privilege in the series, particularly through the character of Hanna and her family background. How does the influence of her chaebol family impact her journey and interactions with colleagues? **(3)** Reflect on the central message of empowerment and resilience in episodes 3-4. How do characters like Ah-in and Eun-jung exemplify strength in the face of adversity, and what lessons can be drawn from their journeys?

- 4) Agency Episodes #5 & #6: Group Discussion Questions (DQ):** **(1)** Explore the theme of power struggles and manipulation in the corporate environment, using examples from the episodes to illustrate how characters like Ah-in and Chang-soo employ tactics to gain the upper hand. What ethical dilemmas arise from their actions? **(2)** Analyze the contrasting leadership styles of Ah-in and Chang-soo as they navigate power dynamics and corporate politics in episodes 5-6. How do their approaches reflect innovation versus tradition in the workplace setting? **(3)** Reflect on the importance of emotional intelligence and interpersonal relationships in the workplace, comparing the approaches of characters like Eun-jung and Ah-in. How do these characters balance career ambitions with personal connections and well-being?
- 5) Agency Episodes #7 & #8: Group Discussion Questions (DQ):** **(1)** Discuss the significance of teamwork and collaboration in creative projects, as demonstrated through the challenges faced by Ah-in's team in developing the ad campaign. How do characters like Eun-jung contribute to team dynamics and problem-solving under pressure? **(2)** Explore the theme of power struggles and competition in the corporate environment, using examples from the episodes to analyze how characters like Ah-in, Chang-soo, and Hanna vie for influence and success. What tactics do they employ to gain advantages over their rivals? **(3)** Discuss the ethical implications of using advertising to manipulate public opinion and influence legal proceedings, as seen in the context of Chairman Kim's legal challenges. How do characters like Ah-in navigate these moral dilemmas in pursuit of corporate success?
- 6) Agency Episodes #9 & #10: Group Discussion Questions (DQ):** **(1)** Analyze the implications of personal and professional relationships on business decision-making, using examples like Hanna's connection with Young-woo and Ah-in's alliances with influential figures. How do these relationships impact strategic planning and individual motivations? **(2)** Explore the portrayal of mental health and work-life balance in the series, particularly focusing on Ah-in's struggles with stress and medication use. What strategies could characters employ to address these challenges effectively and maintain well-being in high-pressure environments? **(3)** Discuss the significance of character development and self-awareness in the narrative, focusing on Ah-in's realization of her workaholic tendencies and Hanna's journey towards self-empowerment and challenging societal norms. How do these moments of introspection contribute to overall character growth?
- 7) Agency Episodes 11 & #12: Group Discussion Questions (DQ):** **(1)** Analyze the strategic decision-making and risk management strategies employed by characters like Hanna and Young-woo in response to the leaked photo situation. How do their actions reflect their understanding of corporate politics and the importance of personal reputation in business environments? **(2)** Examine the theme of self-discovery and confronting the past, as illustrated through Ah-in's unexpected reunion with her mother and the revelation of her family background. How do personal revelations impact character development and decision-making in high-pressure environments? **(3)** Discuss the ethical considerations of using personal information and relationships for professional advantage, highlighting instances like Chang-soo's interactions

with Jung-seok and the prosecutor's targeting of Ah-in's family background. How do characters navigate ethical gray areas in business contexts?

- 8) Agency Episodes 13 & #14: Group Discussion Questions (DQ):** (1) Analyze Young-woo's decision to resign from his position and reject Han-soo's offer. How do his personal values and ethics influence his career choices, and what implications might his departure have on the dynamics within the company and his relationship with Hanna? (2) Evaluate the themes of mentorship and support in professional relationships, exploring the significance of characters like CEO Cho and Jung-seok as guiding figures for Hanna and Ah-in. How do these mentor-mentee dynamics contribute to character development and resilience in challenging circumstances? (3) Explore the strategic decision-making and negotiation tactics employed by characters to advance their interests, such as Hanna's approach to leveraging her status as the chairman's daughter and Ah-in's rejection of the loan company's offer. How do characters adapt their strategies in response to changing circumstances and external pressures?
- 9) Agency Episodes 15 & #16: Group Discussion Questions (DQ):** (1) Discuss the power dynamics and strategic decision-making employed by Ah-in and Hanna as they collaborate to achieve their professional goals and overcome obstacles in the workplace. How do their complementary skills and approaches contribute to their success in unseating their male competitors? (2) Analyze the ethical dilemmas faced by characters like Ah-in when making decisions that align with personal values and principles in a competitive corporate environment. How do ethical considerations influence leadership styles and organizational outcomes in high-stakes situations? (3) In considering the overarching themes and messages of the series, discuss how Agency challenges traditional narratives of success and power in corporate environments. How does the series offer a nuanced portrayal of ambition, resilience, and human relationships in the pursuit of professional excellence? (4) Examine the consequences of betrayal and manipulation within organizations, analyzing how characters like Chang-soo and Han-soo's actions lead to their downfall and highlight broader themes of accountability and justice in competitive environments. How do these characters' behaviors reflect larger systemic issues in corporate culture?

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Homework Quizzes (14), 5 Multiple-Choice questions on Canvas. Each exam is valued at 2%/2 points each, 15 minutes to complete, graded on A-F scale.	28%	28
Individual: Homework Assignment #1 (12 points, graded on A-F scale)	12%	12
Individual: Homework Assignments 2-9 (8 assignments, 3 points each, graded on A-F scale)	24%	24
Group: Homework Assignment "Agency" episode questions (26 questions, 1.5 points each, graded on an A-F scale)	36%	36
Total:	100%	100

Grading

Homework, Assignments, Exam Grades will appear in Canvas, and your final grade will be in Canvas, and will also be listed in Blackbaud.

VERY IMPORTANT: Be familiar with what is considered a “passing” grade for your master’s degree program, which according to the LU catalog on page 48 is: “A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. “

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. For exams, if a question from the textbook’s test bank is determined to be inaccurate or confusing, the instructor may eliminate that question from the grading and adjust student scores as necessary.

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 expressed 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.

Schedule & Homework Assignments

<i>Session</i>	<i>Course Outline</i>
January 29	<ul style="list-style-type: none"> • Introduction to course and syllabus review. • Review of Institutional, BA Program & Course Student Learning Outcomes. • Individual Homework (Due at the start of class on 8/31): Read Chapter 1 • Individual Homework #2: Upload to Canvas by 2/12. Examining the Evidence (page 14): Evidence-Based Management, critical-thinking questions 1 and 2. Late assignments not accepted after February 26. Due date: 2/12 • Agency Episode #1: Group Discussion Questions (DQ): (1) Analyze Ah-in’s leadership style and influence on her team. Is her approach to management effective, or does it hinder the team’s success? (2) How do office politics and personal relationships influence decision-making with the agency, particularly in the context of the competition for the executive position? • Individual Homework Quiz #1 on Canvas: Chapter 1 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: February 12. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus.
February 5	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 1 • Individual Homework (Due at the start of class on 9/7): Read Chapter 3. • Individual Homework Quiz #2 on Canvas: Chapter 3 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: February 12. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Individual Homework #3 (Chapter 3): Up for Debate: Personality Testing (page 72). Answer the two questions <u>after</u> completing the “free” Meyers-Briggs (MBTI) personality inventory at: https://www.truity.com/test/type-finder-personality-test-new. Include your 4-letter MBTI inventory results in your 250-350 word (1-2 pages, 12-point font, double space)(Graded on an A-F scale). • Individual Homework #4: Upload to Canvas by 2/19. Case 3.1: Adobe Inc. (page 72), upload answers to questions 1-3 to Assignments in Canvas. Due Date: 2/19. Late assignments not accepted after 3/5. • Agency Episode #2: Group Discussion Questions (DQ): (1) Explore the concept of identity and societal expectations as reflected in the characters Ah-in and Hanna. In what ways do their backgrounds and upbringing influence their behavior and choices? (2) Reflect on the significance of loyalty and solidarity among team members in the face of adversity. How does Ah-in's relationship with Byung-soo and other colleagues demonstrate the importance of strong alliances in a competitive environment?
February 12	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 3. • Individual Homework (Due at the start of class on 9/14): Read Chapter 4. • Individual Homework Quiz #3 on Canvas: Chapter 4 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: February 26.

	<p>Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus.</p>
February 19	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 4. • Individual Homework (Due at the start of class on 9/21): Read Chapter 5. • Individual Homework Quiz #4 on Canvas: Chapter 5 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: March 5. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Individual Homework #5: Upload to Canvas by 3/5. Case 4.1: Catch & Release (page 98), upload answers to questions 1-3 to Assignments in Canvas. Due Date: 3/5. Late assignments not accepted after 3/26. • Agency Episodes #3 & #4: Group Discussion Questions (DQ): (1) How does the strategic maneuvering and power plays between Ah-in and Chang-soo in episodes 3-4 exemplify the cutthroat nature of corporate environments? What tactics do Ah-in and Chang-soo employ to gain the upper hand in the workplace? (2) Reflect on the role of nepotism and privilege in the series, particularly through the character of Hanna and her family background. How does the influence of her chaebol family impact her journey and interactions with colleagues? (3) Reflect on the central message of empowerment and resilience in episodes 3-4. How do characters like Ah-in and Eun-jung exemplify strength in the face of adversity, and what lessons can be drawn from their journeys?
February 26	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 5. • Individual Homework (Due at the start of class on 9/28): Read Chapter 6. • Individual Homework Quiz #5 on Canvas: Chapter 6 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: March 12. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus.
March 5	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 6. • Individual Homework (Due at the start of class on 10/5): Read Chapter 7. • Individual Homework #6: Upload to Canvas by 3/26. Case 6.1: Caribou (page 146), upload answers to questions 1-3 to Assignments in Canvas. Due Date: 3/26. Late assignments not accepted after 4/9. • Individual Homework Quiz #6 on Canvas: Chapter 6 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: March 26. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Agency Episodes #5 & #6: Group Discussion Questions (DQ): (1) Explore the theme of power struggles and manipulation in the corporate environment, using examples from the episodes to illustrate how characters like Ah-in and Chang-soo employ tactics to gain the upper hand. What ethical dilemmas arise from their actions? (2) Analyze the contrasting leadership styles of Ah-in and Chang-soo as they navigate power dynamics and corporate politics in episodes 5-6. How do their approaches

	<p>reflect innovation versus tradition in the workplace setting? (3) Reflect on the importance of emotional intelligence and interpersonal relationships in the workplace, comparing the approaches of characters like Eun-jung and Ah-in. How do these characters balance career ambitions with personal connections and well-being?</p>
March 12	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 7. • Individual Homework (Due at the start of class on 10/12): Read Chapter 8. • Individual Homework Quiz #7 on Canvas: Chapter 7 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: April 2. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus.
March 26	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 8. • Individual Homework (Due at the start of class on 10/19): Read Chapter 9. • Individual Homework Quiz #8 on Canvas: Chapter 8 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: April 9. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Agency Episodes #7 & #8: Group Discussion Questions (DQ): (1) Discuss the significance of teamwork and collaboration in creative projects, as demonstrated through the challenges faced by Ah-in's team in developing the ad campaign. How do characters like Eun-jung contribute to team dynamics and problem-solving under pressure? (2) Explore the theme of power struggles and competition in the corporate environment, using examples from the episodes to analyze how characters like Ah-in, Chang-soo, and Hanna vie for influence and success. What tactics do they employ to gain advantages over their rivals? (3) Discuss the ethical implications of using advertising to manipulate public opinion and influence legal proceedings, as seen in the context of Chairman Kim's legal challenges. How do characters like Ah-in navigate these moral dilemmas in pursuit of corporate success?
April 2	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 9. • Individual Homework (Due at the start of class on 10/26): Read Chapter 10 (pages 227-238) and Chapter 11. • Individual Homework Quiz #9 on Canvas: Chapter 9 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: April 16. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Individual Homework #7: Upload to Canvas by 4/16. Case 9.1: McDonald's Decision-Making and Innovation (page 221), upload answers to questions 1-3 to Assignments in Canvas. Due Date: 4/16. Late assignments not accepted after 4/30.
April 9	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapters 10 (227-238) and 11.

	<ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 11/2): Read Chapter 12. • Individual Homework Quiz #10 on Canvas: Chapters 10 (227-238) and 11 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: April 23. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Agency Episodes #9 & #10: Group Discussion Questions (DQ): (1) Analyze the implications of personal and professional relationships on business decision-making, using examples like Hanna's connection with Young-woo and Ah-in's alliances with influential figures. How do these relationships impact strategic planning and individual motivations? (2) Explore the portrayal of mental health and work-life balance in the series, particularly focusing on Ah-in's struggles with stress and medication use. What strategies could characters employ to address these challenges effectively and maintain well-being in high-pressure environments? (3) Discuss the significance of character development and self-awareness in the narrative, focusing on Ah-in's realization of her workaholic tendencies and Hanna's journey towards self-empowerment and challenging societal norms. How do these moments of introspection contribute to overall character growth?
<p>April 16</p>	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 12. • Individual Homework (Due at the start of class on 11/9): Read Chapter 13. • Individual Homework #8: Upload to Canvas by 4/30. Case 12.1: Allied Grape Growers (page 294), upload answers to questions 1-3 to Assignments in Canvas. Due Date: 4/30. Late assignments not accepted after 5/14. • Individual Homework Quiz #11 on Canvas: Chapter 12 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: April 30. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus.
<p>April 23</p>	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 13. • Individual Homework (Due at the start of class on 11/16): Read Chapter 14. • Individual Homework Quiz #12 on Canvas: Chapter 13 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: May 7. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Individual Homework #9: Upload to Canvas by 5/7. Up For Debate: Leadership Culture (page 325), upload your answer to Assignments in Canvas. Due Date: 5/7. Late assignments not accepted after 5/14. • Agency Episodes 11 & #12: Group Discussion Questions (DQ): (1) Analyze the strategic decision-making and risk management strategies employed by characters like Hanna and Young-woo in response to the leaked photo situation. How do their actions reflect their understanding of corporate politics and the importance of personal reputation in business environments? (2) Examine the theme of self-discovery and confronting the past, as illustrated through Ah-in's unexpected reunion with her mother and the revelation of her family background. How do personal revelations

	<p>impact character development and decision-making in high-pressure environments? (3) Discuss the ethical considerations of using personal information and relationships for professional advantage, highlighting instances like Chang-soo's interactions with Jung-seok and the prosecutor's targeting of Ah-in's family background. How do characters navigate ethical gray areas in business contexts?</p>
<p>April 30</p>	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 14. • Individual Homework (Due at the start of class on 11/30): Read Chapter 15: Workplace Safety, Health and Security. • Individual Homework Quiz #13 on Canvas: Chapter 14 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: May 14. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Agency Episodes 13 & #14: Group Discussion Questions (DQ): (1) Analyze Young-woo's decision to resign from his position and reject Han-soo's offer. How do his personal values and ethics influence his career choices, and what implications might his departure have on the dynamics within the company and his relationship with Hanna? (2) Evaluate the themes of mentorship and support in professional relationships, exploring the significance of characters like CEO Cho and Jung-seok as guiding figures for Hanna and Ah-in. How do these mentor-mentee dynamics contribute to character development and resilience in challenging circumstances? (3) Explore the strategic decision-making and negotiation tactics employed by characters to advance their interests, such as Hanna's approach to leveraging her status as the chairman's daughter and Ah-in's rejection of the loan company's offer. How do characters adapt their strategies in response to changing circumstances and external pressures?
<p>May 7</p>	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 15. • Individual Homework Quiz #14 on Canvas: Chapter 15 Multiple-Choice Quiz. 5 questions, 15 minutes to complete, A-F grading scale, 2-points. The quiz is under BA-320 on LU's Canvas site in the "assignments" page. Due date: May 14. Submission past the due date will not be graded unless a student has extenuating circumstances that are approved by the instructor as indicated in this syllabus. • Agency Episodes 15 & #16: Group Discussion Questions (DQ): (1) Discuss the power dynamics and strategic decision-making employed by Ah-in and Hanna as they collaborate to achieve their professional goals and overcome obstacles in the workplace. How do their complementary skills and approaches contribute to their success in unseating their male competitors? (2) Analyze the ethical dilemmas faced by characters like Ah-in when making decisions that align with personal values and principles in a competitive corporate environment. How do ethical considerations influence leadership styles and organizational outcomes in high-stakes situations? (3) In considering the overarching themes and messages of the series, discuss how Agency challenges traditional narratives of success and power in corporate environments. How does the series offer a nuanced portrayal of ambition, resilience, and human relationships in the pursuit of professional excellence? (4) Examine the consequences of betrayal and manipulation within organizations, analyzing how characters like Chang-soo and Han-soo's actions lead to their downfall and highlight

	broader themes of accountability and justice in competitive environments. How do these characters' behaviors reflect larger systemic issues in corporate culture?
May 14	<ul style="list-style-type: none">• Any late submission of past due assignments for partial credit NOT ACCEPTED after today.• Assignments due today NOT ACCEPTED after December 13.

Assignment #1 Guide

Example Created with AI Assistance

This white paper format provides a clear outline of how organizations can leverage AI strategies to enhance their effectiveness. It outlines specific methods and processes to change organizational behavior, making it a useful template for an MBA graduate-level project. Make sure to customize the content to align with your research and guidelines for this OB course.

White Paper: Enhancing Organizational Effectiveness Using AI-Driven Strategies

Executive Summary

Organizations today face numerous challenges, including rapidly changing market dynamics, technological advancements, and workforce diversity. To enhance organizational effectiveness (OE), this white paper proposes the integration of artificial intelligence (AI) strategies that leverage data-driven decision-making, predictive analytics, personalized training, and ethical practices. By adopting these AI-enhanced methods and tools, organizations can foster a culture of continuous learning and adaptability, resulting in improved performance and employee engagement.

Introduction

In the modern business landscape, organizational effectiveness is a critical determinant of success. It encompasses a variety of dimensions, including employee performance, stakeholder satisfaction, and overall operational efficiency. By incorporating AI-driven strategies, organizations can redefine their approach to decision-making, employee development, and performance monitoring. This white paper explores several key AI tools and processes that can facilitate a transformative shift in organizational behavior, resulting in a more agile and effective workplace.

1. The Role of AI in Organizational Effectiveness

1.1. Data-Driven Decision-Making

AI enables organizations to harness vast amounts of data to drive informed decision-making. By analyzing historical and real-time data, leaders can identify trends, forecast outcomes, and make better strategic choices.

Strategy:

- Implement AI tools like business intelligence dashboards that visualize data insights, enabling managers to respond swiftly to changes.

1.2. Performance Monitoring and Feedback

AI-powered performance monitoring systems can provide real-time feedback and analytics, allowing organizations to assess employee performance continuously.

Strategy:

- Utilize AI tools that track key performance indicators (KPIs) and provide instant feedback through personalized reports for employees and management.

1.3. Personalized Training and Development

AI can analyze individual employee performance and learning styles, enabling the development of tailored training programs that better fit employees' needs.

Strategy:

- Deploy AI platforms that create personalized learning paths based on performance metrics and skills assessments, enhancing employee growth and preparedness.

2. Enhancing Employee Engagement Through AI

2.1. Gamification for Engagement

Integrating gamification elements into the workplace can enhance employee motivation and participation. AI can help design engaging, game-like experiences tailored to specific goals.

Strategy:

- Implement AI systems that gamify training and performance milestones, rewarding employees for achievements while promoting collaboration and healthy competition.

2.2. Collaborative AI Platforms

AI can facilitate collaboration by providing tools that enhance communication among teams, regardless of geographical location.

Strategy:

- Adopt AI-driven collaboration platforms that enable real-time project management, document sharing, and communication, ensuring seamless teamwork.

3. Advanced Talent Management

3.1. Predictive Analytics for Talent Management

AI tools can predict workforce trends, allowing organizations to identify and develop high-potential employees and address skills gaps proactively.

Strategy:

- Use predictive analytics software to evaluate employee performance trends and create succession plans based on potential readiness for future roles.

3.2. Inclusive and Bias-Free Decision-Making

AI solutions can help eliminate human bias in recruitment, promotion, and performance assessments, leading to more inclusive workplaces.

Strategy:

- Implement AI-guided hiring platforms that utilize blind recruitment practices and assess candidates based on skills and experience rather than demographic factors.

4. Continuous Learning Culture and Ethical Practices

4.1. Real-Time Communication and Feedback

Promoting open channels of communication and feedback through AI can enhance team dynamics and foster a culture of transparency and trust.

Strategy:

- Integrate AI chatbots and communication tools that allow employees to share feedback and ask questions in real time, contributing to a culture of openness.

4.2. Ethical AI Practices

As organizations adopt AI technologies, it is crucial to establish ethical guidelines to protect user privacy and ensure fairness in AI-driven processes.

Strategy:

- Develop a code of conduct for AI use in organizational processes, including clear guidelines on data use, consent, and transparency.

5. Change Management Support

AI adoption requires effective change management to ensure smooth transitions. Organizations should implement strategies to support employees during these changes.

Strategy:

- Create change management frameworks that involve AI tools to facilitate communication, training, and support systems that help employees adapt to new technologies.

Conclusion

Integrating AI-driven strategies into organizational operations can significantly enhance organizational effectiveness. By focusing on data-driven decision-making, personalized development, inclusive practices, and continuous learning, organizations can cultivate a thriving workplace that promotes innovation, productivity, and engagement. Embracing AI is not only a competitive necessity but also an ethical obligation to create an agile and resilient organization that is prepared for the future.

References

1. Harvard Business Review. (2022). "How AI is Reshaping Workplace Culture." Retrieved from [HBR website].
2. Deloitte Insights. (2023). "The Future of Work: AI and Organizational Effectiveness." Retrieved from [Deloitte website].
3. McKinsey & Company. (2024). "Building a Continuous Learning Culture Through Technology." Retrieved from [McKinsey website].
4. Bessen, J. E. (2022). "AI and the Future of Work." *The Journal of Economic Perspectives*.
5. Schein, E. H. (2021). *Organizational Culture and Leadership*. Wiley.