

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA 275 I

### Course Title: Industrial & Organizational Behavior

(3 units, 45 lecture hours)

Course Start Date: August 28, 2013

Course End Date: December 11, 2013

Time: Wednesday, 15:30 – 18:15 (3:30 pm to 6:15 pm)

#### Course Description:

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

#### Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of organizational behavior from the individual and group levels to the organization and system levels.
2. Students will have learned how to effectively apply the principles of organizational behavior, which are drawn from the disciplines of psychology, sociology, social psychology, cultural anthropology, and political science in international work settings.
3. Students will understand the concepts of organizational judgment and how these concepts influence organizational decision-making at the individual, group, and organizational levels.
4. Students will have identified their key individual leadership strengths, and will have practiced applying and analyzing these strengths in a small work group setting using Gallup's Strengths-Based Leadership model.
5. Students will gain an introductory understanding and application of the theories and concepts of Human Dynamics, Organizational Innovation, Emotional Intelligence (EQ), HeartMath, crowdsourcing for performance evaluations, and Non-Verbal Communication as they relate to the field of organizational behavior.

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#### Required Texts:

Robbins, S.

2013      Organizational Behavior, 15<sup>th</sup> edition. Prentice Hall. Upper Saddle River, New Jersey. ISBN 10: 0-13-283487-1

Rath, T., Conchie, B.

2009 Strengths Based Leadership. Gallup Press. New York, NY. ISBN 10:  
1595620257

**You will need to purchase the Rath book new since it contains a one-time access code for the online questionnaire. The one-time use access code is at the back of the book.**

Hardcopies, electronic versions, and rentals of Robbins are available through the publisher at [www.prenticehall.com](http://www.prenticehall.com).

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**Instructor:**

Dr. Mike Guerra

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

Office Hours: Room 301, Wednesday (2:00 pm to 3:00 pm) or by arrangement

**Instructor Profile:**

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive experience in government and non-profit organizations. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and select for-profit firms.

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**Introduction:**

**Welcome to Organizational Behavior & Administration!**

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

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 a 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 team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to the business world.

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 Lincoln University e-mail.

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### **Class Procedures:**

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, group and team work, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom. There may also be guest speakers from different industries.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

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

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

### **Assignments & Coursework:**

**Chapter Quizzes (52 points):** There are 13 chapter quizzes in total. Each quiz contains two short answer questions from Robbins and each question is valued at two points. The quizzes are open textbook, open Internet, open notes, open electronics, etc. The only thing you cannot do is talk to each other and leave the classroom. An example of an "A" grade level answer is provided at the end of this section.

**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.

**Homework Assignments (10 points):** The homework assignments along with their due dates and point values are indicated in the schedule at the end of this syllabus. It is important that you title your homework submission at the top with the titles: Homework #1, Homework #2, Homework 3, and Homework #4. Other homework assignments include the individual OCP. Assignments submitted with the incorrect title are subject to a 3% point deduction.

**Organizational Culture Profile (OCP) (4 points):** An individual will be completed by students as a homework assignment. They will then bring their completed profiles to class, which will be used by their learning teams to construct a team OCP with analysis as indicated on page 156 of Robbins.

**Strengths Based Leadership Exercise (10 points total):** Students will need to read the text, and complete the online survey using the access code in the back of Rath's Strengths-Based Leadership book, and bring the printout of their top five leadership strengths to class on November 13. In addition, students will need to complete the demographic data sheet for the class and submit it at the same time as the 1-page summary of their top five strengths (usually page 2 of the report). Completion of this exercise is valued at 6 points. Individual results will be used to construct team profiles, which individual teams will analyze, and present their findings in the form of a class presentation. The team analysis and presentation are valued at 4 points.

**Individual Experiential Exercises:** Will be completed during class.

**Team Motivating Job Design Exercise (JCM) (10 points):** Student teams will complete a homework exercise where the team will design a job that encompasses effective work motivation strategies. The teams will present their "job" to the class (5

minutes maximum) and class discussion will follow. This exercise will be evaluated based on how effectively the team incorporates the principles of motivation, and how effectively these are communicated to the audience.

**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. For example, Homework #1. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions using your Lincoln e-mail account without these items will not be counted.

**Example of a Quiz Question:**

Question: Discuss the growing importance of interpersonal skills in the workplace.

An "A" Grade Range Answer: Until the late 1980s, business schools emphasized the technical or quantitative elements of management. Consequently, the focus was on economics, accounting, finance, and other quantitative techniques. The degree programs in business schools gave relatively less attention concerning work in human behavior and people skills. Over the next 30 years business faculty realized the role that understanding human behavior plays in determining a manager's effectiveness. Business schools now require one or several courses on people skills. One of the key factors for the success of an organizational employee is their interpersonal communication skill competency (Robbins 2013). Organizations that help develop managers' interpersonal skills also helps them recruit and keep high-performing employees. Outstanding employees are always in short supply even in the current labor market era of high unemployment or underemployment. When managers have effective interpersonal skills, the workplace will be more productive, and have a positive work culture (Robbins 2013).

**Class Attendance Defined:**

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

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

(2) If you are absent from class on a day when there is a quiz and have a valid excuse, you make take a make-up quiz at a time scheduled with the instructor within two weeks of the missed assignment. Assignments that do not require team participation may also be made-up with a valid excuse. A valid excuse requires that you present the instructor

with a doctor's note indicating an illness prevented you from coming to class, a court subpoena, jury duty, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, a non-emergency appoint with an attorney, or being called into work are not valid reasons for being absent.

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### **Learning Environment:**

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

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

### **Grading**

#### ***Point/Grade Conversion***

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

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

**A- = Excellent performance.** The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

**B+ = Very good performance.** The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-" categories, but the analysis,

approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

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

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

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

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

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

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

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

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

### Course Grade Weighting:

Category	Percent	Point
Robbins Chapter Quizzes (13 x 4 points each, 2 questions per quiz/2 pts. each)	52%	52
Individual Homework Assignments (4 x 2.5 points each)	10 %	10
Team Textbook Chapter Reviews & Class Discussion Questions (14 x .75 or 1.5 points each)	13.5%	13.5
Individual & Team Org. Culture Profile Assignment & Presentation (OCP)	4%	4
Team JCM Exercise & Presentation	10%	10
Completion of the Strengths-Based Individual Leadership Development Exercise (Individual Assessment) & demographic data sheet	6%	6
Completion of the Strengths-Based Team Leadership Development Exercise and Presentation	4%	4
In-Class Team Experiential Exercise (pg. 608)	0.50%	0.50
	<b>100%</b>	<b>100</b>
<b>Individual Performance = 68% &amp; Team Performance = 32%</b>		

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### Format for Submitting Assignments

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

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

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

### Academic References

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



## Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>August 28</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to course.</b></li> <li>• <b>Homework: Read Chapter 1 in Robbins: What is Organizational Behavior?</b></li> <li>• <b>Homework: Read Rath Introduction and Part One by 9-11 (You will need a “new” copy of the book. A “used” one will not work).</b></li> <li>• <b>Learning Team Selection (Join with 3-6 other students to form a learning team).</b></li> </ul>
<b>September 9</b>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 2 in Robbins: Diversity in Organizations.</b></li> <li>• <b>Learning Team review of Robbins Chapter 1(0.75 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it at the end of class.</b></li> <li>• <b>Session Schedule: Learning Team Review, Instructor Presentation.</b></li> </ul>
<b>September 11</b>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 3 in Robbins: Attitudes and Job Satisfaction.</b></li> <li>• <b>Due: Completion of Rath Part 1 for Learning Team review.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 1(20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or “A” grade, 1.8 points = 90% or an “A-“grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>Learning Team review of Robbins Chapter 2 and Rath Part One (1.5 points total, .75 point for each question). Based on a team’s review, the team will come up with two original questions on the subject matter to be used for class discussion for each text. Turn your questions into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Homework #1 (2.5 points): Ethical Dilemma Exercise, page 89. Due at the start of class on 9/25.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>

<p>September 18</p>	<ul style="list-style-type: none"> <li>• Before class, read Chapter 4 in Robbins: Emotions &amp; Moods.</li> <li>• Begin reading Rath Part Two, which is due on October 2.</li> <li>• Learning Team review of Robbins Chapter 3 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• Two Short Answer Quiz Questions from Chapter 2 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points. <ul style="list-style-type: none"> <li>• Introduction to Emotional Intelligence (EQ) and Exercise.</li> <li>• Individual Homework #2 (2.5 points): Chapter 4, Case Incident 1: Is It Okay to Cry at Work? (page 124). Due at the start of class on October 2.</li> </ul> </li> <li>• Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</li> </ul>
<p>September 25</p>	<ul style="list-style-type: none"> <li>• Before class, read Chapter 5 in Robbins: Personality &amp; Values.</li> <li>• Homework #1 due.</li> <li>• Learning Team review of Robbins Chapter 4 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• Two Short Answer Quiz Questions from Chapter 3 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</li> <li>• In-class Learning Team Experiential Exercise (page 156) &amp; Presentation (4 points): Complete the provided Organizational Culture Profile (OCP) <u>before</u> this class session and bring the completed profile to class so you can participate in a team exercise. As a team, answer questions 2a, 2b, and 2c for the exercise. At the end of the team exercise, there are three deliverables: (1) The Team's answers to the three questions with the names of the participating team members at the top. This can be hand written or typed. (2) The completed OCP for each</li> </ul>

	<p>participating team member with his/her name at the top. (3) As a team, be prepared to present a summary of your answers within a 2-3 minute timeframe to the class on 10/2. All deliverables are due at the start of class on 10/2.</p> <ul style="list-style-type: none"> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
<p><b>October 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 6 in Robbins: Perception &amp; Individual Decision Making.</b></li> <li>• <b>Homework #2 &amp; Team OCP Summary/Presentation due.</b></li> <li>• <b>Learning Team review of Robbins Chapter 5 and Rath Part Two (1.5 points total, .75 point for each question). Based on a team's review, the team will come up with two original questions on the subject matter to be used for class discussion for each text. Turn your questions into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 4 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>Homework #3 (2.5 points): Case Incident 1 (page 194): Computerized Decision Making. Due at the start of class on 10/30.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
<p><b>October 9</b></p>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 7 &amp; 8 in Robbins: Motivation Concepts/Concepts to Applications.</b></li> <li>• <b>Begin reading Rath Part Three &amp; Conclusion, which is due October 30.</b></li> <li>• <b>Learning Team review of Robbins Chapter 6 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 5 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>JCM Learning Team Assignment (pages 240-242) (10 points):</b></li> </ul>

	<p>As a team, construct a motivating job description for a professional position of the team's choosing. The job can be from any industry, and functional area within an organization, or any organizational level. The job description needs to address the 5 core job descriptions that comprise the model. You will have time to work on it during this session and on 10/16, which will be in addition to working on it outside of class. The team will present their "job" to the class in a 5 minute presentation on 10/23.</p> <ul style="list-style-type: none"> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
<p><b>October 16</b></p>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 11 in Robbins: Communication.</b> <ul style="list-style-type: none"> <li>• <b>Learning Team review of Robbins Chapters 7 &amp; 8 (.75 point for each chapter/ 1.5 points total). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion for each chapter. Turn your question into the instructor with the names of the participating team members on it.</b></li> </ul> </li> <li>• <b>Two Short Answer Quiz Questions from Chapter 6 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review, Learning Team JCM assignment development.</b></li> </ul>
<p><b>October 23</b></p>	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 9 in Robbins: Foundations of Group Behavior.</b></li> <li>• <b>Team JCM Assignment &amp; Presentation due.</b> <ul style="list-style-type: none"> <li>• <b>Learning Team review of Robbins Chapters 11 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> </ul> </li> <li>• <b>Two Short Answer Quiz Questions from Chapters 7 &amp; 8 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>Team Presentation of their Motivating Job - JCM (Maximum presentation time is 7 minutes). Turn in</b></li> </ul>

	<p>presentation with the names of participating team members.</p> <ul style="list-style-type: none"> <li>• <b>Session Schedule: Quiz, Team JCM Presentations, Instructor Presentation, and Learning Team Review.</b></li> </ul>
October 30	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 10 in Robbins: Understanding Work Teams. Rath Parts Three &amp; Conclusion are due.</b></li> <li>• <b>Homework #3 due.</b></li> <li>• <b>Learning Team review of Robbins Chapter 9 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 11 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b> <ul style="list-style-type: none"> <li>• <b>Human Dynamics Presentation, Discussion and Exercise (Based on research by Drs. Sandra Seagal and David Horne)</b></li> <li>• <b>Indv. Assignment (6 points): Strength-Based Leadership Instrument: Strengths Finder 2.0 &amp; Demographic data sheet. Due at the end of class on November 13.</b></li> </ul> </li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
November 6	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 12 in Robbins: Leadership.</b></li> <li>• <b>Learning Team review of Robbins Chapter 10 and Rath Part Three &amp; Conclusion (1.5 points total, .75 point for each question). Based on a team's review, the team will come up with two original questions on the subject matter to be used for class discussion for each text. Turn your questions into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 9 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-" grade, etc.). Total possible point value for the quiz is 4 points.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>

<p><b>November 13</b></p>	<ul style="list-style-type: none"> <li>• Before class, read Chapter 13 and Chapter 14: Conflict Section, pages 445-458 in Robbins: Power &amp; Politics/Conflict.</li> <li>• Learning Team review of Robbins Chapters 12 (.75 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• Two Short Answer Quiz Questions from Chapter 10 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-"grade, etc.). Total possible point value for the quiz is 4 points.</li> <li>• Individual Homework #4 (2.5 points): Chapter 11, Case Incident 2: Should Companies That Fire Shoot First? Due at the start of class on Nov. 20.</li> <li>• Strengths-Based Assignment Due (Assigned October 30): Turn in page 2 (the one with your name and five top strengths) from your report along with the one-page demographic data sheet at the start of class. The assignment requires both papers and is worth 6 points.</li> <li>• Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</li> </ul>
<p><b>November 20</b></p>	<ul style="list-style-type: none"> <li>• Before class, read Chapter 15: Foundations of Organizational Structure.</li> <li>• Homework #4 due.</li> <li>• Learning Team review of Robbins Chapter 13 and Chapter 14 (Conflict Section) (.75 point). Based on a team's review, the team will come up with one original question on the subject matter (Chapter 13 and selected Chapter 14 pages) to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• Two Short Answer Quiz Questions from Chapter 12 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or "A" grade, 1.8 points = 90% or an "A-"grade, etc.). Total possible point value for the quiz is 4 points.</li> <li>• Strengths-Based Leadership Presentation and Discussion.</li> <li>• Learning Team analysis/discussion exercise (4 points) using class Strengths Finder instrument. Team homework</li> </ul>

	<p>assignment due on December 4.</p> <ul style="list-style-type: none"> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
December 4	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 16: Organizational Culture.</b></li> <li>• <b>Learning Team review of Robbins Chapter 15 (.75 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapters 13 and 14 (Section on Conflict only) (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or “A” grade, 1.8 points = 90% or an “A-“grade, etc.). Total possible point value for the quiz is 4 points.</b> <ul style="list-style-type: none"> <li>• <b>Learning Team Presentations on SBL Exercise assigned Nov. 20 (4 points, maximum 7 minute presentation).</b></li> </ul> </li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
December 11	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 18: Organizational Change &amp; Stress Management.</b></li> <li>• <b>Learning Team review of Robbins Chapter 16 (.75 point). Based on a team’s review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Two Short Answer Quiz Questions from Chapter 15 (20 minutes, open book, open Internet, open electronics, open notes, etc. The only things you cannot do are talk to other students or leave the classroom to obtain information). Each question is valued at 2 points (1.9 points = 95% or “A” grade, 1.8 points = 90% or an “A-“grade, etc.). Total possible point value for the quiz is 4 points.</b> <ul style="list-style-type: none"> <li>• <b>In-class: Experiential Exercise (pg. 608), 0.50 points.</b></li> </ul> </li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>