

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA 320

### Course Title: **Organizational Behavior & Administration**

(3 units, 45 lecture hours)

**Course Start Date: August 27, 2014**

**Course End Date: December 10, 2014**

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

#### **Course Description:**

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

#### **Learning Objectives:**

1. Students will gain an understanding of the guiding principles and concepts of organizational behavior from the individual and group levels to the organization and system levels.
2. Through an action learning approach to the course, students will have learned how to effectively apply the interdisciplinary principles of organizational behavior, which are drawn from the disciplines of psychology, sociology, social psychology, cultural anthropology, and political science in international work settings and throughout their lives.
3. Students will understand the concepts of organizational judgment and how these concepts influence organizational decision-making at the individual, group, and organizational levels.
4. Students will have worked in a team on business case studies to analyze cases from an organizational behavior discipline perspective, and developed strategies to successfully solve the issue(s). They will have discussed their strategies for the firm with the class for their evaluation and consideration using the MICA model for interactive case analysis.
5. Students will gain an introductory understanding and application of the theories and concepts of Human Dynamics, Organizational Innovation, Emotional Intelligence (EQ) (based on Goleman's model), HeartMath, crowdsourcing for performance evaluations, and Non-Verbal Communication (based on Paul Ekman's research) as they relate to the field of organizational behavior.
6. Students will have had the opportunity to interact with representatives from local business enterprises to learn how OB theories, concepts, and approaches are being

- applied in working businesses. There will be representatives from Crepe & Curry, which is a San Francisco based restaurant located in Embarcadero 4; and there will be representatives from the Downtown Oakland Association, which is a Community Benefit District (CBD) that benefits a 19-block area encompassing downtown Oakland. There is also the possibility of additional guest presentations.
7. Students will have engaged in role-playing exercises where they will have opportunities to apply what they have learned. These exercises will include business negotiations, conflict resolution, work-team development, and the delivery of performance appraisals.

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**Required Text & Web Sites:**

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

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

Suggested Supplemental Text:

Weiss, E.

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

Websites:

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

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

<https://canvas.instructure.com>

- Provide “lincolnucsf.edu” e-mail address at the beginning of class to be invited.
- Copies of syllabus and assigned coursework will be posted.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.
- Assignments can be posted if a student prefers not to submit a printed version.

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**Instructor:**

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

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

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

### **Instructor Profile:**

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

**Professional Experience:** Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau.

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

### **Assistant to the Instructor (ATI):**

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

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### **Introduction:**

#### **Welcome to Organizational Behavior & Administration!**

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

*Aristotle*

Aristotle's quote captures my approach to teaching this course. I subscribe to the action learning theoretical approach where one needs to practice doing it in order to learn and master a subject. For some, this instructional methodology may put you off balance

because many students are used to courses that are predominately lecture, and deductive sequential memorization—and that is okay! The design of this course takes into consideration that there may be varying degrees of anxiety and tension that comes with learning and practicing something different. This course will include lectures, and will also involve inductive thinking, and holistic creative learning assignments and exercises. My strategic goal is to not only build your behavioral skills, knowledge, and values as they relate to the field of OB; but to also spark your interest in this interdisciplinary subject.

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

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

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

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of an MBA. 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.

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### **Class Procedures:**

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

day. In addition to communicating information in-class, an optional resource for this is the Canvas course site. It is important for you to come to class prepared!

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, guest speakers, group work, buzz groups, practical exercises, and multimedia resources.

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

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

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

### **Assignments & Coursework:**

**Learning Group Business Case Analysis & Discussion:** Learning groups will select and/or be assigned one or more business case studies that focus on the OB discipline. The timing for introducing these cases to the learning groups is not yet set since it will be based on student enrollment and, the subsequent number of learning groups. Learning groups will be responsible for analyzing their assigned case(s), preparing a written report, and discussing their strategies for dealing with the OB issue(s) using the MICA model. The cases analysis needs to demonstrate an understanding and application of OB concepts from this course. The evaluation (grading) standards for the written report are contained in this syllabus. For the class discussion part, we are going to approach your facilitation skills as an opportunity for skill building and development instead of evaluation. Consequently, your class discussion skills will not be formally graded (A-F). However, you will receive feedback so that you can improve your skills and abilities.

- Cases Selected for this class will increase or decrease depending on student registration for the course:
  - Team Conflict: The “Chatty” Accusation at the Customer Support Call Center
  - Joe Willis: Feeling the Heat in Thailand (A,B,C)
  - Cisco Switches in China (Assurance and Manager)
  - The Global Software Team: Is There a Problem?
  - Landau Media

Group Written Case Questions (Due the week following the group's class discussion):

1. What is/are the OB related problem(s) (Cite the appropriate OB theory/approach)?
2. Where does this OB problem or problems come from?
3. If you were in the position to resolve the OB problem(s), what would you do and what OB approaches and practices would you use to resolve any problems?
4. Overall, you need to directly connect your analysis and problem solving to specific OB concepts, and justify why those were selected.

**Class Discussion:**

1. Following the MICA model for integrative case discussion, a group facilitating the case will prepare a class handout containing the following (Due on the day of the group's discussion):
  - a. A summary of the OB problem(s) discovered.
  - b. The recommended OB strategies/interventions that should effectively fix and/or resolve the problem(s).
  - c. The group will categorize and include OB solutions presented in case recommendation forms in their class discussion. The group will return the completed recommendation forms to students on the day of their presentation along with the handout.
  - d. The group will distribute the handout to the class before their presentation.
2. The class participants will read the case being discussed prior to class discussion, and complete a case recommendation form that will be turned in two-weeks before a group's scheduled class discussion.

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

**Audience Participation in Group Case Discussions:** Please pay attention to class discussion point #2 above. You will receive points for participating in class case discussions by turning in your recommendations and for participating as a member of the audience when the discussion occurs. If you are not present during the case discussion and/or do not participate when the group discusses your recommendation(s), you will not receive full credit. If you complete the written deliverable on time and participate, you will receive 100% of the point value for the assignment. If you turn in your written case recommendations late and/or are not present in class for the case discussion, you will receive a minimum grade of 59% of the points. The point value per exercise will be equally divided based on the number of cases to be presented during our class. The actual number of times cannot be determined until the first day of class.

**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.

**Self-Assessment Exercises (1 point for each assessment):** Completed exercises on the day they are due will receive 100% of the point value. Incomplete assessments will receive a score of "0." Late assignments will be accepted with a deduction in points for

being late. Bring your completed assessments to class so that you can participate in the group discussions.

**In-Class Learning Group Textbook Chapter Quizzes (0.50 point value for each quiz):** These quizzes are indicated on the schedule at the end of this syllabus, and they are closed book. Each quiz will have four T/F questions and one multiple-choice question. Make sure that only those group members present list their names on the quiz. Quizzes will be graded using the grading criteria indicated in this syllabus (A-F). If you are late or miss the quiz, this group quiz cannot be made up.

**Individual Homework Assignments (2 points per assignment):** Individual homework assignments are indicated on the schedule along with their due dates. Please pay attention that the numbering system for the self-assessments are the same as the homework numbering system. I have separated these types of assignments into to bullet-point entries. In addition, the homework assignments indicate the corresponding page number in the textbook. The grading for these assignments is according to the “A-F” grading criteria indicated in this syllabus. It is preferable that you post these assignments using Canvas.

**Syllabus Confirmation and Understanding Agreement (0.50 point value):** The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas.

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

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

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

research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

**Plagiarism Policy:** Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be “0” for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

### **Class Attendance Defined:**

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

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

(2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional’s note indicating an illness prevented you from coming to 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.

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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 thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.



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

## Grading

### *Point/Grade Conversion*

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

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

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

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

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

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

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

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

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

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

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

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

### Course Grade Weighting:

Category	Percent	Point
Individual: Syllabus Confirmation and Understanding Assignment	0.50%	0.50
Learning Group Chapter Quizzes (12 x 0.50 points, each question is .10 points)	6%	6
Individual: Self-Assessment Exercises (18 x 1 point each)	18%	18
Individual: Homework Assignments (Cases & Exercises)(13 x 2 points each)	26%	26
Individual: MICA Case – Audience Participation (Recommendations and Participation during Learning Group Class Discussion)(Point value per case will be equally divided based on the number of cases discussed in class. The number of cases will vary depending on how many learning groups are in the class)	15%	15
Learning Group Written Case Analysis & Facilitated Class Discussion (Point value per case will depend on student enrollment on the first day of class)	34.5%	34.5
	<b>100%</b>	<b>100</b>
<b>Individual Performance = 59% &amp; Team Performance = 41%</b>		

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### Format for Submitting Assignments:

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

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

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

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### Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>August 27</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to course and syllabus review (0.50 point for review).</b></li> <li>• <b>Completion of an Individual MBA Key Experiences Assessment In-Class. This needs to be turned in at the end of class today.</b></li> <li>• <b>Video: Jack Welch Leadership Interview &amp; Discussion with MBA students at the University of Michigan</b></li> <li>• <b>Learning Group Selection (Join with 4-5 other students to form a learning group).</b></li> <li>• <b>Homework (Due at the start of class on 9/3): Read Chapters 1 and 2, complete Self-Assessments 1.1 and 2.1, and be prepared to discuss these during the 9/3 class session. The required text is available at <a href="http://sagepub.com">sagepub.com</a></b></li> </ul>
<b>September 3</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapters 1 and 2 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapters 1 and 2 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework (Due at the start of class on 9/10): Read Chapters 3 and 4, complete Self-Assessments 3.1, 3.2, 4.1, and be prepared to discuss these during the 9/10 class session.</b></li> <li>• <b>Homework 1.1 (Due by the end of class on 9/17): Chapter 1, Exercise 1.1 (Ethical Dilemmas in Cross-Cultural Work)(pg. 26).</b></li> <li>• <b>Homework 2.2: (Due at the end of class on 9/17): Chapter 2, Exercise 2.2 (What Is Your Primary Cultural Background)(pg. 63).</b></li> </ul>
<b>September 10</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapters 3 and 4 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapters 3 and 4 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 9/17): Read Chapter 5, complete Self-Assessment 5.1 (What Motivates you?), and be prepared to discuss these during the 9/17 session.</b></li> <li>• <b>Homework (Due at the start of class on 9/24): Case Study 5.1 (SOS in DHS: A Problem of Motivation)(pg. 166).</b></li> </ul>
<b>September 17</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapter 5 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapter 5 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 9/24): Read Chapters 6 &amp; 7, complete Self-Assessments 6.1 (Symptoms of Stress), 6.3 (Stress Inventory), 7.1 (How Creative Are You?) and be prepared to discuss these during the 9/24 session.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Homework (Due at the start of class on 10/1): Exercise 7.2 (Mindmapping Exercise)(pg. 227).</li> </ul>
September 24	<ul style="list-style-type: none"> <li>• Learning Group Quiz on Chapters 6 and 7 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</li> <li>• Chapters 6 and 7 Concepts: Lecture/Class Discussion/Class Exercises.</li> <li>• Homework: (Due at the start of class on 10/1): Read Chapter 8, complete Self-Assessment 8.1 (A Decision Diagnostic), and be prepared to discuss these during the 10/1 session.</li> <li>• Homework (Due at the start of class on 10/8): Case 8.3 (Relocating Regional Offices Overseas)(pg. 263).</li> </ul>
October 1	<ul style="list-style-type: none"> <li>• Learning Group Quiz on Chapter 8 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</li> <li>• Chapter 8 Concepts: Lecture/Class Discussion/Class Exercises.</li> <li>• Homework: (Due at the start of class on 10/8): Read Chapter 9, complete Self-Assessment 9.1 (Communication), and be prepared to discuss these during the 10/8 session.</li> <li>• Homework (Due at the start of class on 10/15): Exercise 9.1 (A Dispersed Workplace)(pg. 297).</li> </ul>
October 8	<ul style="list-style-type: none"> <li>• Learning Group Quiz on Chapter 9 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</li> <li>• Chapter 9 Concepts: Lecture/Class Discussion/Class Exercises.</li> <li>• Homework: (Due at the start of class on 10/15): Read Chapter 10, complete Self-Assessment 10.3 (Emotional Intelligence in Teams), and be prepared to discuss these during the 10/15 session.</li> <li>• Homework (Due at the start of class on 10/22): Case 10.1 (Relocating a Manufacturing Plant)(pg. 330).</li> </ul>
October 15	<ul style="list-style-type: none"> <li>• Learning Group Quiz on Chapter 10 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</li> <li>• Chapter 10 Concepts: Lecture/Class Discussion/Class Exercises.</li> <li>• Homework: (Due at the start of class on 10/22): Read Chapter 11, complete Self-Assessment 11.1 (How Do You Behave During Conflict), and be prepared to discuss these during the 10/22 session.</li> <li>• Homework (Due at the start of class on 10/29): Case 11.1 (Conflict in an Emergency Evaluation)(pg. 364).</li> </ul>
October 22	<ul style="list-style-type: none"> <li>• Learning Group Quiz on Chapter 11 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</li> <li>• Chapter 11 Concepts: Lecture/Class Discussion/Class Exercises.</li> <li>• Homework: (Due at the start of class on 10/29): Read Chapter 12, complete Self-Assessments 12.1 (What Makes a Good Leader), 12.2 (What Is Your Leadership Style), and be prepared to discuss these</li> </ul>

	<p>during the 10/29 session.</p> <ul style="list-style-type: none"> <li>• <b>Homework Exercises (Due at the start of class on 11/5): 12.2 (Developing a Leadership Autobiography (4-5 page essay/not 10 as indicated in the text)(pg. 393), 12.4 (Transactional Versus Transformational Leadership)(pg. 394), 12.5 (Assessing Your Leadership Style)(pg. 395).</b></li> </ul>
<b>October 29</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapter 12 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapter 12 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> </ul>
<b>November 5 (Ms. Sonal Gill)</b>	<ul style="list-style-type: none"> <li>• <b>Homework: (Due at the start of class on 11/25): Read Chapter 13, complete Self-Assessment 13.1 (Your Understanding of Politics &amp; Power), and be prepared to discuss these during the 11/25 session.</b></li> <li>• <b>Learning Group Case Analysis working session</b></li> <li>• <b>Video and learning group analysis.</b></li> <li>• <b>Homework Case 13.2 (Due at the start of class on 12/2): The Politics of Measurement (pg. 429)</b></li> </ul>
<b>November 25</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapter 13 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapter 13 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 12/2): Read Chapter 14, complete Self-Assessment 14.1 (Identify Your Strategic Management Type), and be prepared to discuss these during the 12/2 session.</b></li> <li>• <b>Homework (Due by the start of class on 12/9) Case 14.1: Bound by the Structure (pg. 466)</b></li> </ul>
<b>December 2</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapter 14 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapter 14 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Homework: (Due at the start of class on 12/9): Read Chapter 15, complete Self-Assessment 15.1 (Your Orientation Toward Change), and be prepared to discuss these during the 12/9 session.</b></li> </ul>
<b>December 9</b>	<ul style="list-style-type: none"> <li>• <b>Learning Group Quiz on Chapter 15 (0.50 points): In the first 10 minutes of class, there will be a five-question quiz. There will be four T/F questions and one multiple-choice question.</b></li> <li>• <b>Chapter 15 Concepts: Lecture/Class Discussion/Class Exercises.</b></li> </ul>