

# MORAVIAN COLLEGE

<b>COURSE:</b>	MGMT 342: Organizational Behavior Leadership (OB/L) Fall 2011
<b>TIME/DAY:</b>	M/W: 1:10pm – 2:20pm
<b>LOCATION:</b>	Comenius 201
<b>INSTRUCTOR(S):</b>	Katie P. Desiderio, Ph.D. & Gary R. Wright, Ph.D.
<b>E-MAIL:</b>	<a href="mailto:mekpd01@moravian.edu">mekpd01@moravian.edu</a> & <a href="mailto:megrw01@moravian.edu">megrw01@moravian.edu</a>
<b>OFFICE:</b>	Comenius Hall 202 & Comenius 211 ~ come visit us!
<b>HOURS:</b>	<i>Please see each instructor for office hours!</i>
<b>PHONE:</b>	610.861.1376 (Desiderio) * 610.861.1413 (Wright)

## REQUIRED TEXT:

Nelson, D. L. & Quick, J.C. (2011). *ORGB*, 2<sup>nd</sup> ed. Mason, OH: South-Western. ISBN-10: 0-324-78718-9

Hacker, D. & Sommers, N. (2010). *The Bedford Handbook*, 8<sup>th</sup> ed. Boston, MA: Bedford Books.

**COURSE DESCRIPTION:** This *writing-intensive* (WI) course examines the relationship between the individual and the organization. Topics to be considered include communication, motivation, leadership and power, group dynamics and decision-making, interpersonal relations and change. Theories and practice of leadership will be studied in depth. Various pedagogical techniques will be utilized including lectures, case studies, examination of research and experiential learning. This course will focus on the impact that individuals, groups, industries, and structure have on behavior within organizations. It will also discuss the application of such knowledge toward improving an organization's effectiveness. *Prerequisites:* Management 223 and 253. \* *Closed to students who have previously taken Special Topics course: Organizational Behavior (OB)*

## STUDENT LEARNING OBJECTIVES:

- Describe what managers do and what leaders do.
- Identify the major challenges and opportunities for managers to use OB concepts.
- Identify how to shape the behavior of others.
- Recall the relationship between attitudes and behavior.
- Analyze the types of goals that increase performance.
- Explain how change impacts performance.
- Identify the characteristics of effective teams.
- Recall leadership theories.
- Analyze the factors determining an organization's culture.
- Improve written expression and communication through the use of formal and informal writing as tools for learning
- Enhance presentation and teamwork skills
- Identify, define and apply the correct OB/L models, concepts, and processes to a "real world" opportunity
- Develop and present a given 'real world' opportunity



**COURSE PROCEDURES:** Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in OB and Leadership will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class
2. Coming to class prepared with the required text
3. Utilizing the online tools available to you
4. Being alert to current OB/L buzz
5. Attending and participating in class seminars and discussions
6. Completing the exercises which may involve opinion generation, analysis, observation, and library research
7. Work as an OB/L consultant
8. Completing the two examinations
9. Maintaining and sharing your ideas each week
10. Participating fully in the cooperative “learning” adventure

**MISSION RELEVANCE:** The course will help students to understand and apply organizational behavior and leadership concepts as a business practitioner. Examples of current OB/L opportunities will be reviewed as a basis for learning how excellent companies employ the strategies taught. An awareness of the dynamic environment of organizational behavior will better prepare the student for a successful career in business.

**COURSE ACTIVITIES TO MEET OBJECTIVES:** The student will read the text and understand the material presented through class lectures, exams, guest speakers, class exercises, and a comprehensive term project. In order to fully meet the course objectives, you must be present!

**ATTENDANCE:** Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class at the break will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 for exceptional reasons may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student’s grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an “F” for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

**ATTENDANCE IS MANDATORY ☺**

**GRADING:** You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

Exam 1	25%
Exam 2	25%
Energy, Ideas, Exercises & Involvement	25%
OB/L White Paper Report to Board of Directors	<u>25%</u>
	<b>100</b>



**GRADING SCHEDULE:**

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<p><b>Attention Students!</b></p> <p>* You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.</p>
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

**DEFINITION OF ASSIGNMENTS:** Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy the ride. All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in hard copy or via e-mail attachment as a Word document depending on the assignment from your instructor. *Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified.*

- ◆ **EXERCISES:** In an effort to enhance your understanding of the components included in OB and Leadership, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, case studies, as well as to peer-work. You will use writing to explore your thinking, feeling, and learning. These informal exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class.
  
- ◆ **EXAMS:** The non-cumulative, in-class, session-long examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text and lectures. Tests are intended to ensure that students have grasped the fundamentals of OB/L and are ready to build on that knowledge. Thus, you need to be present in class to benefit from the knowledge shared both from lectures and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged. *Note: Exams will be administered in class via blackboard by Dr. Desiderio and in hard copy by Dr's West & Wright.*
  
- **MISSION FOR OB/L WHITE PAPER REPORT:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that your research extends beyond the classroom.
  - **TASK. Congratulations ~ you have been hired** to organize and develop a white paper report for the Board of Directors of Company X! You will choose a company of interest (no duplicates) to research from August through December 2011 in partial fulfillment of this course. Each student team is responsible for contributing to the research associated with your assigned role. In an effort to fully enhance your experience, you will prepare drafts over the course of the semester. You will be required to research your chosen company for the *entire semester, as alternative options are not permitted once you make your selection.*
  - **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to explore OB/L concepts in action in this applied learning experience. Consider this assignment as an exciting exploration into data gathering and discovery of how to develop and propose a white paper report based on the solution to an identified *problem* (or *opportunity* as I like to call it!) that you are advocating for using an OB/L lens. You may use your colleagues in this class as



- resources, along with other forms of data gathering such as interviews, questionnaires, observations, and review of organizational records (if available). This class will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of your white paper report.
- FORMAT OF PROPOSAL. The final proposal will be no less than 15 typed pages in length (not including your cover & reference pages), double-spaced with 1-inch margins, and 12-point Times New Roman font. Please include: *an introduction to the organization under analysis, describe the problem, address the proposed changes/enhancements you are advocating for, analyze evidence of how you came to this discovery, and present a strong position for the Board of Directors*. The paper should be typed, proofread before submission, and contain appropriate citations both within the text and as references at the end of the paper. Again, keep personal copies for yourself. This paper will be the result of semester long research concerning OB and Leadership, the company, and your discoveries. You will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss the changes prior to final composition. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to formally present your experience(s) over the course of the semester.
  - FORMAT OF ORAL PRESENTATION. The presentations will last approximately 30 minutes including a question and answer period. The topic of the presentation will be your prepared white paper. PROFESSIONAL SPEECH, VISUALS, Demeanor, AND ATTIRE ARE EXPECTED. The presentation will be evaluated on how well organized it is, how clearly you communicate your ideas, and how well you respond during the question and answer period. In business, you will frequently be asked to give brief presentations during departmental meetings, and the like. Thus, the purpose of the presentation is to sharpen your skills at providing concise and clear presentations. This is the opportunity to deliver and receive critiques and we will learn how this invaluable information helps us grow both personally and professionally in life!
  - EXPECTATIONS ABOUT THE PROCESS. Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser). The final paper will be a culmination of writing exercises that will be evaluated over the course of the semester. Your writing will communicate your exploration of Company X using an organizational behavior and leadership lens. Using all of your resources, the paper shall be well written, and professionally developed, as you will be presenting the proposal to the Board of Directors.
  - CRITERIA FOR EVALUATION. The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final paper meets all the criteria for this assignment. The writer(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with this program evaluation. The final paper will be organized, well-written, fully developed and will be free of ambiguity, grammatical and mechanical errors. The final presentation will be a professional communication to the class of your semester long experience. **BOTH THE FINAL PAPER AND PRESENTATION WILL BE SUBMITTED TO THE PROFESSOR ELECTRONICALLY ON OR BEFORE THE DESIGNATED DUE DATE.**

❖ [SAMPLE WHITE PAPER](#)

Your work in preparing the white paper is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.



*\*\*The final proposal is a perfect candidate for inclusion in your learning portfolio.*

**OB/L WHITE PAPER WRITING SCHEDULE (NOTE: YOU WILL ADD 2-3 PAGES TO EACH DRAFT DUE):**

WEEK 2 (2-3 PP)	Draft due of the introduction to the position of your white paper – so what?
WEEK 4 (5-6 PP)	Draft due of introduction, orientation to your main topic (solution to the opportunity or gap you have identified)
WEEK 6 (8-9 PP)	Draft due of introduction, orientation to your main topic (solution to the opportunity or gap you have identified), & how this can best be applied to Company X.
WEEK 8 (11-12 PP)	Draft due of introduction, orientation to your main topic (solution to the opportunity or gap you have identified), how this can best be applied to Company X, & how to effectively employ this provided the culture of the company.
WEEK 10 (14-15 PP)	Draft due of introduction, orientation to your main topic (solution to the opportunity or gap you have identified), how this can best be applied to Company X, how to effectively employ AND MANAGE this provided the culture of the company, & the ultimate intended outcome/enhancements.
WEEK 12 <i>PEER REVIEW</i>	Review of sources to be sure you have included the best supporting research to enhance the quality of your white paper.
WEEK 14	Final edits

**RESOURCES:**

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of managerial issues</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of organizational behavior</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of ethics</i>
<i>Organizational Behavior &amp; Human Performance</i>	<i>Organization behavior &amp; human decision processes</i>
<i>Leadership excellence</i>	<i>Leadership in action</i>
<i>Leadership Quarterly</i>	<i>Leadership (Burlingame, Calif)</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources. I can arrange for Bibliographic Instruction upon request.
2. WEB MATERIALS: Resources are included in each chapter of your textbook as well as additional resources, such as quizzes, flash cards, games, videos and an eBook, on the text web site. The URL for our text is: [www.4ltrpress.cengage.com/orgb](http://www.4ltrpress.cengage.com/orgb) (Hint: bookmark address)
  3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2<sup>nd</sup> floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
  4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a



learning support professional in order to improve his/her academic performance. The center also hosts a series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career. This office also supports students who wish to request accommodations in this class for a documented disability. Please reach out to Mr. Joe Kempfer at 610.861.1510 for an appointment or stop by the office at 1307 Main St.

5. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>.
6. ***I AM ONE OF YOUR RESOURCES*** so please contact me at any time to arrange a personal or telephone conference. PLEASE SEE ME AS SOON AS POSSIBLE IF YOU ARE HAVING ANY DIFFICULTIES AND OF COURSE TO SHARE AHA! MOMENTS. **QUESTIONS ARE ENCOURAGED ☺**

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS ACCREDITATION:** The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

**STATEMENT ON ACADEMIC INTEGRITY:** Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

**CLASSROOM ETHICS:** We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating<sup>1</sup>, plagiarism<sup>2</sup>, and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

<sup>1</sup> In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student, using unauthorized materials in any academic exercise, or making choices driven by dishonest motives. Please protect your work from unauthorized use.

<sup>2</sup> In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

**CELLULAR PHONE AND PAGER POLICY:** To provide an optimum environment for learning, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**



**INCLEMENT WEATHER POLICY:** In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69).

These closings or delays will also appear at the top of the login page on the College’s internet portal AMOS (amos.moravian.edu) as well as the College’s website ([www.moravian.edu](http://www.moravian.edu) <<http://www.moravian.edu>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College’s website.

**TWO-HOUR DELAY:** If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college is open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect. The class schedule in these circumstances is as follows:

	<b>NORMAL START TIME</b>	<b>2-HOUR DELAY BEGINS</b>	<b>2-HOUR DELAY ENDS</b>
1st Period	7:30 (7:50 or 8:30) a.m.	10:00 a.m.	10:40 a.m.
2nd Period	8:50 a.m.	11:00 a.m.	11:40 a.m.
3rd Period	10:20 (or 10:00) a.m.	12:00 p.m.	12:40 p.m.
4th Period	11:45 a.m.	1:00 p.m.	1:40 p.m.
5th Period	1:10 (or 12:30) p.m.	2:00 p.m.	2:40 p.m.
6th Period	2:35 p.m.	3:00 p.m.	3:40 p.m.

*“Don’t tell people how to do things, tell them what to do and let them surprise you with their results.” ~ George S. Patton*



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## CAREER CENTER IMPORTANT DATES FALL 2011

JUST HELPING YOU USE YOUR RESOURCES ☺

### *Etiquette Dinner*

**9/20/11**

**5:00pm-7:00pm**

**HUB, UBC**

What fork do you use for your salad? What if there is no salad?! This upbeat, enlightening meal will show you how to make the most of your dining interview. Even if you have the best table manners possible, you will learn something new...guaranteed! Sign up on the Career Center website and enjoy a dinner of good food, great company and information that you'll use whether you're interviewing or just having lunch with your boss!

### *Lehigh Valley Law Day*

**TBD**

**TBD**

**TBD**

Students considering applying to law school should attend this valuable event. Visit with representatives from various institutions and get inside information on what you need to gain admission to these competitive programs. See your pre-law advisor or the Career Center for more information.

### *Resume Marathon/Career Hound Info Session*

**9/27/11 & 9/29/11**

**11:30am-1pm**

**TBD**

No need for an appointment today! Drop by any time between 11:30 & 1 for an on the spot resume critique and approval for Career Hound postings. You will also be shown how to use Career Hound for your job/internship search.

### *Coffee & Connections Alumni Career Networking Event*

**10/04/11**

**7:00pm**

**HUB**

Mingle with alumni in various occupations that want to help you as you plan a career path. Lots of great food and conversation will be had. Business dress is encouraged.

### *Kaplan Practice Entrance Exams*

**TBD**

**10am-1:00pm**

**Lehigh University**

You must sign up for this in advance, but Kaplan Test Prep is offering FREE practice entrance exams to everyone interested. All students considering graduate or professional school must take entrance exams and this is a great way to know how much you'll need to hit the books before the big test. The best part: Kaplan comes back to campus on the next week to personally review your score and offer pointers for improvement! Sign up for the practice exams at [kaplantestprep.com](http://kaplantestprep.com).

### *Hands-on Learning Success Workshop*

**10/6/11**

**11:30am-1pm**

**TBD**

Thinking of doing an internship/field study? This workshop will provide you with information on how to find a great experience to add to your resume.

### *Mock Interview Fishbowl Session*

**10/25/11**

**TBD**

**TBD**

Have you ever wondered what an interview looks like? What do they ask? How should I dress? Watch this "mock" interview by an actual employer and learn the answers to all your questions.

### *Lunch & Learn: TBD*

**10/27/11**

**11:30am-1pm**

**TBD**





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***Career Center HUB Time***

**11/1/11 & 11/3/11**

**11:30-1pm**

**HUB Kiosk**

**11/2/11**

**5-7pm**

**HUB Kiosk**

Have your resume & cover letter reviewed! Come have all of those last minute career related questions answered on the spot in the HUB Kiosk, no appointment required!

***Graduate & Professional School Information Session***

**11/08/11**

**11:30am-1pm**

**TBD**

Attend this event to get information on determining your next steps as you search for graduate and professional schools. We'll walk you through how to figure out what is the right school for you, how to apply, how to pay for school and writing the perfect personal statement!

***Careers in Entrepreneurship***

**11/17/11**

**TBD**

**TBD**

This event is designed to offer students, from all majors, access to professionals that have started their own businesses in fields such as technology, healthcare, marketing, and many more along with organizations that assist people that want to start a business. Students will network with professionals and gain insider tips.

***Lunch & Learn: TBD***

**11/8/11**

**11:30am-1pm**

**TBD**

Visit the Career Center at 1305 Main St. or on the web at: [www.moravian.edu/careers](http://www.moravian.edu/careers)

*Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact The Career Center at [thecareercenter@moravian.edu](mailto:thecareercenter@moravian.edu) or call 610-861-1509 at least one week prior to the event.*



# TENTATIVE CLASS SCHEDULE


(SUBJECT TO CHANGE)

\*\* NOTE: PLEASE COME PREPARED TO DISCUSS *OB/LEADERSHIP* AT EACH CLASS MEETING \*\*

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<i>AUGUST</i> 29	Introductions OB & Opportunity	Chapter 1
31	OB & Opportunity Challenges for Managers	Chapter 1 Chapter 2
<i>SEPTEMBER</i> 5	LABOR DAY! Read ahead please! ☺	NO CLASS ☹
7	Challenges for Managers Personality, Perception, & Attribution * <b>WEEK 2 DRAFT DUE</b>	Chapter 2 Chapter 3
12	Personality, Perception, & Attribution	Chapter 3
14	Attitudes, Emotions, & Ethics	Chapter 4
19	Motivation at Work	Chapter 5
21	Motivation at Work Stress & Well-Being * <b>WEEK 4 DRAFT DUE</b>	Chapter 5 Chapter 7
26	Stress & Well-Being at Work	Chapter 7
28	Communication	Chapter 8
<i>OCTOBER</i> 3	<b>Mid-term Peer Evaluations!</b> Wrap Up & Review * <b>WEEK 6 DRAFT DUE</b>	<i>Study! Study! Study!</i> And have some fun too...
5	<b>EXAM 1</b> 	Chapters 1-8
10	FALL RECESS <b>NO CLASS</b>	<i>Fall</i> 
12	<b>REVIEW &amp; TRANSITION</b>	
17	Work Teams/ Groups * <b>WEEK 8 DRAFT DUE</b>	Chapter 9
19	Work Teams & Groups	Chapter 9
24	Decision Making by Individuals & Groups	Chapter 10
26	Decision Making Power & Political Behavior	Chapter 10 Chapter 11
31	Power & Political Behavior * <b>WEEK 10 DRAFT DUE</b>	Chapter 11
<i>NOVEMBER</i> 2	Leadership & Followership	Chapter 12
7	Conflict & Negotiation	Chapter 13
9	Conflict & Negotiation * <b>WEEK 12 DRAFT DUE</b>	Chapter 13
14	Organizational Culture	Chapter 16



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16	Culture & Change	Chapter 16
21	Managing Change	Chapter 18
23	THANKSGIVING RECESS NO CLASS	<i>Study! Study! Study!</i> And have some fun too...
28	FINAL PEER EVALUATIONS! EXAM 2 	Chapter 9-18
<b>DECEMBER</b> 5	PRESENTATIONS	<b>All Final Papers &amp; Projects Due!</b>
7 LAST DAY OF CLASSES	PRESENTATIONS	
9, 12-16	FINAL EXAMS	Friday, Monday - Friday, December 9, 12-16

\* Please note that the contents of this syllabus are subject to change.