LINCOLN UNIVERSITY COURSE SYLLABUS
COURSE NUMBER: BA-423
Course Title: Organizational Development
(4 Units, 45 hours Classroom + Research Project)

Course Start Date: August 29, 2024   **Course End Date: December 12, 2024**
Time: Thursday, 12:30 PM to 3:15 PM
Office Hour: Thursday, 3:15-4:15 PM by arrangement
Classroom: TBD by Registrar's Office before 1ˢᵗ Class Session (Check website and/or Classroom Schedule when you arrive on campus)

Lincoln University Course Catalog Description:

The course includes theoretical and experiential coverage of this management discipline. It aims to improve the organization's culture and its human and social processes through a systemic change program. Both behavioral science and intuitive based assessment techniques are examined to give an integrated approach to organizational development; use of cases and role-play exercises. A one-unit written research project and its oral presentation are required for the course. (4 units, Mastery 2R) Prerequisite: BA 302.

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

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

Anderson, D.

>   2023   Organization Development: The Process of Leading Organizational Change, 6/e.
>   Sage Publications, Thousand Oaks, CA. ISBN: 978107876206 (paperback)
>   ($135.00).
>
>   E-Text: $65.00* (* 180-day rental)

Required course digital site(s) and access:

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

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

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself

with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website: https://acqa.lincolnuca.edu/learning-outcomes-assessment/.

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

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

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

My Course Learning Goals & Outcomes are based on the assumption that you already have experience working in an organization full-time or you will start working for one in the future. You will have to deal with some form of development in any organization as a manager, a work team member, or as an employee or stakeholder.

Course Learning Goals:

1. To understand what **Organization Development** is in contrast **Organizational Development** when applying effective change-management approaches ranging from small-scale to systemic large-scale situations in the post COVID-19 and the Artificial Intelligence (AI) assisted work setting.
2. To understand the main purpose of an organization development project is to create/increase value, and how to do it by reducing dysfunction and improving competency, engagement, productivity and performance at the individual, group, and system levels.
3. To understand how to create and design change-management projects in for-profit and non-profit organizations in various industries and different organizational/regional/multi-national cultures.
4. To learn how to best evaluate/diagnosis an organization to identify opportunities for effective competency-based organizational change from both an internal and external OD consultant perspective.
5. To learn the appropriate and ethical use of generative AI (i.e., ChatGPT) programs in Reactive AI and Limited Memory AI categories (there may be some discussion of Theory-of-Mind and Self-Aware AI types too) in work and academic settings.

Course Learning Outcomes:

1. Students will gain an understanding of the guiding principles and concepts of Organization Development (OD) change-management from the individual and group levels to the organization and system levels and demonstrate the ability to effectively apply this knowledge in their analysis of project management case studies, course assignments, and course exercises.

2. Students will have exercised effective communication (traditional and digital), leadership, critical thinking, ethics, change-management, engagement, and teamwork skills in a small group setting.
3. Students will have worked in a group to effectively create, design, and propose a project in their role of an OD consulting group.
4. Through an action learning approach to the course, students will have learned how to effectively diagnosis organizational development issues (Individual, Group/Team, Division, System [Organization-Wide]) within organizations, and learn how to design and deliver professional development, training, or an intervention to effectively deal with the issues in the post COVID-19 work setting that includes the ethical use of AI assistance and prevent the unethical use of AI.
5. Students will have worked on mini-business case studies to analyze and discuss cases from an organization development (OD) discipline perspective and developed strategies to successfully solve the issue(s).
6. Students will gain an understanding of the differences between organization development (OD) and organizational development so they will be able to determine which one of the two will the most appropriate or effective for their work situation or issue.
7. Students will have successfully completed a business research study that investigated an organization development topic that results in providing practical and actionable recommendations that forecast adding value for organizations.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life, Lincoln's institutional goals and program learning outcomes are a priority for our university, for you, and are my priority for this course. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions (ground classes, and if necessary, online) will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Provost's office for counseling before being admitted back to class.

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

Instructor

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

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: mguerra@lincolnuca.edu (you can e-mail me any time)
Course Specific Office Hour: Room 301, Thursday, 3:15 pm to 4:15 pm) by arrangement in advance.

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

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in for-profit, government and non-profit organizations. Is currently the CEO of a financial services and investment company with operations in Singapore, Poland, Malaysia, and Vietnam. Also involved in consulting for Southeast Asian companies importing and exporting consumable products on supply-chain strategies and optimization.   Current and past experience also includes serving as a member and officer of several Boards of Directors for public and private organizations. Currently serving as the elected President of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

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

Professional Academic Experience: Has taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. Has occasionally been a paid guest lecturer on a variety of topics, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization (not organizational) development and leadership at other universities. In addition, has occasionally consulted with local colleges and universities external to Lincoln to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, has been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School of Management (USF). As a professional practitioner, have been involved in designing and delivering legally defensible professional training programs and courses that received lower division undergraduate course credit since 1986.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Introduction

The current global business environment (for-profit, non-profit, NGOs) has significantly evolved from what it was before and during the COVID-19 pandemic, and in order for organizations to succeed and grow in this environment, we need to be able to evolve and adapt to rapid change, and make the right strategic decisions for our organizations in this globalized business setting. There is an old Chinese proverb (a graphic hangs in my LU office) that I think about often: "Don't be a frog in the well!" I will try my best to provide current or even real-time relevant international business situations and issues so you are not limited to acquiring a perspective based on viewing the business world by looking in the rear-view mirror of your vehicle of what has been when the present-future is on the road in front of you.

To help reduce any level of confusion, it may be helpful for students if there is an introductory discussion concerning the difference between Organization Development (OD) and organizational development. OD is orientated toward systemic change or improving the whole system, which includes all of the parts in relationship to the organization's internal/external operating environment. In addition, OD works toward increasing the organization's ability to identify, assess, and learn better ways of how to solve problems that surface. OD is a specialized field. In contrast, employees and their managers at all levels within an organization are involved at varying degrees with developing specific parts of the organization hence organizational development. So, we will study both organization and organizational development in this course where organizational development encompasses specific training/development topics such as: leadership development, employee engagement, professional development, communication skill building, structural alignment or reconfiguration, improving organizational culture, career/professional development, or employee training programs.

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

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail or on Telegram.

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

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "…welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

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

As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you studied our text and course materials.

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

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

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

- **Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct**. Both of these are found in your student handbook at the following link: http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and to present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to explain their personal self/place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Eating is not allowed in class.** You may have water and/or a beverage container that is spill resistant. This is a recent policy change for me since Lincoln needs to economize of maintenance services for classrooms. Chewing gum is fine but no blowing bubbles.

- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments on Canvas that has Turnit-In activated. Student work will be used for plagiarism detection. Originality Reports <u>WILL</u> be available for your viewing.
- **AI Assist Detection:** Turnit-In incorporates AI detection software that integrates with their plagiarism detection software. AI detection includes comparing your past assignment submissions with the current one the software is reviewing. If the writing styles do not match it will flag your submission for further analysis for AI assistance. You are encouraged to use the grammar/writing assistance tools along with the plagiarism correction tools that are part of Turnit-In. You can upload review copies to Turnit-In up the deadline for the submission to get feedback to improve your assignment. Once the deadline for the assignment is past, you can only submit once to Turnit-In, which is the one that will be graded. If you use a vendor like Grammarly, please indicate this by adding a note in Canvas for the assignment explaining what software you used to modify your coursework so I can review it if the AI in Turnit-In flags it as AI generated. If you don't post a note identifying your use of software to assist your writing, the assumption will be that it is AI generated and you will receive zero points for the assignment. Spell check or MS Word editing software is not flagged as an AI assist so don't mention that you used it. Also, Google Docs and Apple Pages is not flagged.
- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement**: "This syllabus and schedule are subject to change in the event of extenuating circumstances." If the syllabus is revised during the semester, all versions will remain available to you in Canvas so you can track changes. This is especially important to take note of since I may need to modify the syllabus if the number of enrolled students is below 15, or larger than 45.
- **Student Composition**: For classes comprised of multiple student classifications, the instructor will try to modify the educational experience to best accommodate everyone's instructional needs.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette**: Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **Students with Disabilities**: Students in this course who have a medically documented disability that might prevent them from fully demonstrating their abilities should inform the instructor <u>and</u> their Program Director as soon as possible to initiate disability verification as defined by California and federal laws. The recommended reasonable accommodations to ensure full participation in the successful completion of course requirements according to the verified disability will help guide modifications to course instructional materials, assignments, and

exams. If a student believes he or she has a professionally undiagnosed learning disability, please complete the request below so that the university can help suggest options for obtaining medical assistance (student health insurance is a possible option) for your perceived disability so your disability can be validated, and accommodations can be made in class as soon as the validation can be used to guide the accommodation. You can use this link to expedite your request: https://acqa.lincolnuca.edu/ada-accommodations/

- o **I have included a link from the University of California system that describes what is required to obtain a medically documented disability as a guide:** https://dsp.sa.ucsb.edu/sites/default/files/2020-07/ldpractices.pdf

- **Academic Counseling/Tutoring/Remedial Instruction**: If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: https://students.lincolnuca.edu/academic-counseling/.

- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
  - o Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, explain many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

- **Use of the LU Library**: To complete assignments, you will find it helpful to use resources available through the Lincoln University Library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the LU Library website (lincolnuca.libguides.com).

- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

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

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

- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website and Canvas. Your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions or you need clarification, please contact me.
- **Assignments must have**: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 1% for not following instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you <u>must</u> use your lincolnucasf account for electronic submissions.
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.
- **Late Assignment Point Deductions:** Individual (includes homework exams) and Learning Group Case assignments can be turned in late under the following conditions. If the assignment is turned in late after one full week (class day to class day), there will be a 5% deduction for the assignment point value before it is graded if it is submitted by the end of the second full week. **Assignments are not accepted if they are submitted more than two full weeks late (see below for assignments due the last day of class). So, 2-weeks late, "0" points for the assignment even if submitted.** The reason for this is that when I had a more generous late submission policy, students would use the late submission deadline as their due date and would submit their assignments one month late, which affected their learning ability to keep pace with the instructional methodology for the course.
- Assignments uploaded into the "comments" section of an individual assignment on Canvas will not be graded since it has not been evaluated by Turnit-In.
- Assignments due on the last class session can be turned in up to 2-days late without any late point deduction; however, assignments submitted after the 2-day deadline will receive zero points. The only exception is if the student provides verifiable documentation that the circumstances were involuntary as determined by this instructor.
- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.

- **Late Exams:** If you missed an in-person exam due to late registration, a make-up in-person exam will be given using the same schedule for late registration. For online quizzes/homework exams, please pay attention to the due dates and availability dates indicated in Canvas.
- **Missed In-Person Exams (Not Homework Exams):** If you miss an in-person exam, and have a valid excuse (healthcare providers note, accident report number, subpoena, etc.), you can take a make-up in-person exam within one week of the original exam date. It is the student's responsibility to contact the instructor and request a date/time for the make-up exam, which the instructor may approve, or provide an alternative date for when the instructor is available on campus. If a student misses an exam because of parental issues, please contact the instructor to discuss if the circumstances qualify for a make-up exam. Missing an in-person exam for the student's convenience such as: a doctor's appointment, an appointment with an attorney, work, etc. do not qualify as an excuse for missing an exam.
- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Canvas by the assignment deadline.**
- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.
- **Student Working Groups:** In many classes' students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

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

Class Attendance Defined

You are expected to contribute to class discussions in meaningful ways because it will help you understand the course instructional materials better, and you will be able to interact with other students who can offer different perspectives of the instructional materials and share them with other students. Maintaining attendance may help you achieve a higher grade in this course. You can help yourself and other students in class by:

- 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.

Please note that in past classes I have included points for attending each class session. This is no longer the case. You do not receive any grade for attendance. Also, I track attendance in Canvas and the system includes 100 points in the Assignment section and includes this in the total grade points for your coursework, which inflates your actual grade if you have been attending all the sessions. Near the end of the course, I delete the attendance section since it does not count toward your grade, which can raise or lower your graded points/percentage. To know your actual grade, only count those assignments listed in the Assignment section. There are only 100 points in total for the course, so it is pretty easy to calculate your grade.

Assignments or exams that do not require group participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent. If you are a student or student athlete, you are able to take your exam in advance of the scheduled assessment day, and it is the student's responsibility to contact the instructor to arrange it. Student athletes who notify the instructor after the exam date can make-up the exam following the make-up exam process.

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

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

Class attendance is taken only once for each class session at the beginning of class (first 25 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. **I do not record late students if they have not arrived at class within the first 25 minutes of class**.

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

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and/or on the grades of your fellow group members. For more information, please consult the LU catalog.

<div align="center">

Assignments & Coursework

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

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

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

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

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

Position Paper: "A report outlining someone's attitude, opinion, or intentions regarding a particular matter."

Description of Assignments:

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

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

modifications, or due dates. If there is conflicting information, the course session schedule is the final determinant for coursework.

1) **Reading Assignments: Please refer to the course schedule at the end of this syllabus.** When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.

2) **Individual/Group Homework Assignments from Chapters in the Anderson Textbook: Please refer to the course schedule at the end of this syllabus.** When there is more than one question to be answered for the assignment, the overall grading points will be equally divided between the number of questions for a particular assignment. These homework assignments are graded on the A-F grading scale.

3) **Individual: Meyers-Briggs Assignment:** In many parts of the global business world, it is culturally common and popular for organizations/industries to use the Meyers-Briggs Indicator (MBTI) classification for understanding individual differences in the workplace, fostering effective communication, building strong teams, and enhancing leadership development. Organizations may use the MBTI for various OD related purposes, such as team building, hiring/recruiting, leadership development, conflict resolution, and career planning. Understanding the diverse personalities within a team can help improve communication, collaboration, and overall organizational effectiveness. (for example, I am consistently over decades an INTJ [or INTJ-A]), which helps explain my work interests and instructional style a lot). While taking any type of inventory once does not necessarily identify or categorize the real you, taking this test is a reality for potential and current employees in some parts of the world. To help you better understand how and why this tool is used and its limitations, you will first need to complete the "free" version of the Meyers-Briggs inventory at: https://www.truity.com/test/type-finder-personality-test-new or www.16personalities.com. The MBTI is one of the tools that organizations use and other popular ones include the Clifton's Strength-Finder indicator, which is one that I often use in my courses and in my organizational consulting work. After you have completed the instrument, answer any 5 of the following 8 questions (a-h), and upload your responses along with your 4-letter classification to Canvas. We will also discuss in class the value, limitations, and challenges for organizations using this instrument within their organizations. Graded on an A-F scale.

    a. How can the MBTI be used to enhance communication and collaboration within teams in organizations?

    b. What potential benefits and limitations are associated with using the MBTI as a tool for understanding individual differences in the workplace?

    c. How might knowledge of MBTI types help in promoting effective leadership styles within an organization?

    d. What ethical considerations should be taken into account when using the MBTI in organizational settings?

    e. How can organizations ensure that the results of MBTI assessments are used constructively and do not reinforce stereotypes or biases?

Field Code Changed

  f. In what ways can the MBTI be integrated into organizational training and development programs to improve employee engagement and job satisfaction.

  g. How do cultural differences impact the validity and applicability of the MBTI in diverse organizations?

  h. What are the key considerations for successfully implementing and sustaining the use of the MBTI in organizational culture assessment and development initiatives?

4) **Individual: OD Diagnosing/Intervention Simulation:** Using our class for a simulated organizational group, each member of the class will anonymously complete an organizational culture assessment tool. Each member of our class will be provided with copies of those completed assessments. After students have had two-weeks to review these assessments, students will have the opportunity to ask the class/ group up to three follow-up questions that group members (our class) will upload to Canvas (responses to questions should not have any identifying information that identifies an individual), and copies of those responses to your questions will be provided to the questioner (responses to other students will not be shared with you). Using the assessment tool and responses to your questions, you will each have up to 15 minutes in class to ask follow-up clarifying questions of the group. You will then prepare a diagnosis of the group's perspective of the organizational culture, and recommend a proposed intervention that will change the group's culture to increase engagement and performance. As part of this assignment, provide your assessment of the organizational culture instrument that we used on whether or not it was helpful for your diagnosis and intervention. Explain why? This assignment requires a 7-10 page document including a title page, OD graphics, and bibliography; and needs to include a graphically depicted model or models related to your proposed OD intervention that will be uploaded to Canvas. You need to justify while you chose your model(s). This assignment also requires a 5-10 minute presentation that summarizes your diagnosis and proposed intervention. Graded on an A-F scale.

  This exercise may be modified, cancelled, or there may be a substitute assignment if the final enrolment for this class is below the stated minimum class size in the catalog subject to cancellation and the registrar does not cancel the class because too few students will complete the questionnaire to be relevant for the assignment.

5) **Group: Snapshot Organization Development Consulting Exercise:** (1) Students will listen to a manager (client) describe an OD related problem, issue, of challenge in his or her workplace; and (2) then form small student groups where group members will have a timed break-out session to rapidly generate ideas and solutions to the specific problem or challenge using OD concepts, approaches and models. There will be a set time limit in the break-out session of 30 minutes to brainstorm and discuss possible solutions. The group should generate as many ideas as possible focusing on quantity over quality at this stage. After the 30-minute brainstorming session, (3) groups members will have 15-minutes to review their ideas and select their top two solutions. (4) Each group will then have 10-minutes to present their top two ideas to the class with an explanation and rationale behind each solution. There will be open discussion and feedback during this presentation from the class, and groups will then use this feedback to further refine their ideas. (5) Each group will then have 30-minutes to develop an action plan outlining how the selected solutions will be implemented, including key benchmarks and responsibilities that they will present to the client in a 10-minute presentation. The presentation to the client

should reflect a professional application of OD approaches and models and be persuasive. Graded on an A-F scale.

6) **Group: New Management Development Program Intervention Proposal Project:** Assume you are a group of people brought together to design and develop a new AI assisted management development intervention program proposal for an organization (can be any industry and can be a for-profit, non-profit or NGO) through the application of the concepts and approaches discussed during our course that will increase organizational performance and employee engagement. This proposal must include forecasts for learning, ROI, and value for the organization using OD industry methods. There are many templates for management development programs and formats for interventions that are available so for your project, the group can be creative and choose a model/template the group prefers; however, they all include the following categories: Needs analysis and assessment; design, development, acquisition; delivery; implementation; and evaluation.

This project has two parts. First, there is a 10-15 page document, which needs to be uploaded to Canvas. Second, there is a 15-minute group presentation summarizing the group's development intervention program for the rest of our class. If the group uses PowerPoint slides, they should be used as a reference for the speaker and audience not for the speaker to read line-by-line. The presentation should also include graphics to illustrate parts of the program. These guidelines are used to help you model the approach that engages your audience. Graded on an A-F scale.

7) **Individual: 1-Unit Research Project:** To approach this assignment, consider yourself an employee of an organization, and your manager has assigned you to produce a white paper for senior executive management as part of their strategic planning process. A white paper on organization development can offer insights, best practices, and alternative recommendations for organizational members interested in improving organizational effectiveness and efficiency. Please select one of the focused topics for your project after considering which one might align with your interests and career goals along with one that has practical implications for organizations in the current work environment:

   a. Change Management Strategies in Multinational Corporations: Analyze various change management strategies implemented by multinational corporations and their impact on organization development.
   b. The Role of Leadership in Organizational Change: Investigate how different leadership styles affect the success of organizational change initiatives and their implications for organization development.
   c. Employee Engagement and Organizational Performance: Explore the relationship between employee engagement and organizational performance, and how enhancing engagement levels can contribute to organization development.
   d. Organizational Culture and Innovation: Examine how organizational culture influences innovation within companies and the role it plays in fostering organization development.
   e. Technology Adoption and Organization Development: Study the impact of AI technology adoption on organization development and how companies can leverage AI technology to drive organizational change.

f. Organizational Resilience and Change: Explore how building organizational resilience can help companies adapt to change and drive continuous development in challenging environments.
g. Organizational Learning and Knowledge Management: Analyze how organizational learning processes and knowledge management practices contribute to organization development and long-term success.
h. Talent Management Systems and Talent Development: Evaluate the effectiveness of performance management systems in supporting employee development and driving organizational growth.

Once you have selected your topic, conduct your research and analysis in the context of producing a white paper on the subject for your organization. How you approach your research is up to you. However, keep in mind that in business research the purpose is not limited to an academic exercise, hence, why you are approaching it as a white paper. It's purpose is to add value or improved the organization in a practical and actionable way. So, in your recommendations section of your report, you need to forecast what the ROI will be and what value it will add. This includes estimates of costs and time needed to complete each of your recommendations. Upload your completed white paper to Canvas by the last day of class, and prepare a 5-minute talk where you will present a summary of your report, and your findings and recommendations to the class for class discussion. You can use the executive summary of your report as the basis for this class presentation. Please use the following white paper report format that can be adapted to fit the topic you have selected from the list above:

I.   Title Page
II.   Table of Contents
III.   Executive Summary
IV.   Introduction (Background, Purpose, Preview of Key Points)
V.   Current State of OD (Trends, Challenges, Opportunities, Common Issues Facing Organizations)
VI.   Best Practices in OD (Effective Strategies, Techniques, Interventions, Case Studies, Examples of Successful Initiatives)
VII.   Key Principles of OD (Fundamental Principles that Guide Successful OF Efforts, Leadership, Culture, Change Management, Communication))
VIII.   Implementation Strategies (Practical Steps, Tools, Frameworks, Approaches for Change and Development)
IX.   Measuring Success (KPIs and Metrics for Measuring Effectiveness, and Methods for Assessing Influence/Impact on Performance)
X.   Challenges and Solutions (Common Challenges/Solutions, and Strategies for Reducing/Overcoming Resistance and Creating a Culture of Continuous Engagement/Improvement)
XI.   Conclusion (Recap Main Points and Recommend Action Steps)
XII.   References
XIII.   Appendices

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

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	MBA-PLOs	Instructor's Course LOs
I/ Textbook Homework Assignments (x13)	34%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,4,6
I/ MBTI Assignment	8%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,4,6
I/ OD Diagnosing/Intervention Simulation	15%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,4,5,6
I/ OD Research Project	25%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,4,5,6,7
G/ Snapshot OD Consulting Ex.	3%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6
G/ New Management Development Program Proposal Intervention	15%	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6

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

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Chapter Homework (Practices & Cases) (x13, 2.615 points each)	34%	34
Individual: OD Diagnosing/Intervention Simulation	15%	15
Individual: MBTI Assignment	8%	8
Individual: Research Project	25%	25
Group: Snapshot OD Consulting Ex.	3%	3
Group: New Management Development Program Proposal Project	15%	15
Total:	**100%**	**100**

Grading

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

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

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:" What do I need to do to earn an 'A' grade?" This question can be answered in this class.

Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade. For exams, if a question from the textbook's test bank is determined to be inaccurate or confusing, the instructor may eliminate that question from the grading and adjust student scores as necessary.

Point/Grade Conversion

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

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

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

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

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

on secondary data sources than primary sources of data.   The ideas are not as clearly 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.

Schedule & Homework Assignments

Session	Course Outline
August 29	• **Introduction to course and syllabus review.** • **Review of Institutional, MBA Program & Course Student Learning Outcomes.** • **Individual Homework (Due at the start of class on 9/5): Read Chapter 1**
September 5	• **Class Session Topic: Discussion of Chapter 1** • **Individual Homework #1: Chapter 1: *Case Study #1: Every Coin Has Two Sides* (page 15). Due on Canvas: September 19.** • **Individual Homework (Due at the start of class on 9/12): Read Chapter 2.**

September 12	• **Class Session Topic: Discussion of Chapter 2.** • **Individual Homework (Due at the start of class on 9/19): Read Chapter 3.** • **Individual Homework #2: Chapter 2:** *Case Study #2: Sticker Shock in an Organization That Will Not Stick Together* **(page 40). Due on Canvas: September 26.**
September 19	• **Class Session Topic: Discussion of Chapter 3.** • **Individual Homework (Due at the start of class on 9/26): Read Chapter 4.** • **Individual Homework #3: Chapter 3:** *Case Study #3: It's More Than Remote Work: Creating an Inclusive Culture That Works for All* **(page 64). Due on Canvas: October 3.**
September 26	• **Class Session Topic: Discussion of Chapter 4.** • **Individual Homework (Due at the start of class on 10/3): Read Chapter 5.** • **Individual Homework #4: Chapter 4:** *Exercise: Using Organizational Change Models (page 93).* **Due on Canvas: October 10.**
October 3	• **Class Session Topic: Discussion of Chapter 5.** • **Individual Homework (Due at the start of class on 10/10): Read Chapter 6.** • **Individual Homework #5: Chapter 5:** *Case Study #5: When a Team Breaks in Two* **(page 123). Due on Canvas: October 17.**
October 10	• **Class Session Topic: Discussion of Chapter 6.** • **Individual Homework (Due at the start of class on 10/17): Read Chapter 7.** • **Individual Homework #6: Chapter 6:** *Case Study #6: When a Contract is Not Enough* **(page 145). Due on Canvas: October 24.** • **Individual Simulation Homework (Due at the start of class on March 20): Completion of Organizational Culture instrument.**
October 17	• **Class Session Topic: Discussion of Chapter 7.** • **Individual Homework (Due at the start of class on 10/24): Read Chapter 8.** • **Individual Homework #7: Chapter 7:** *Case Study #7: Proposing A Data Gathering Approach at TLG Solutions (page 177).* **Due on Canvas: October 31.** • **Simulation: Distribution of copies of organizational culture assessment results to class members.** • **Individual Simulation Homework (Upload to Canvas by October 24): Provide up to 3 questions you would like class members to respond to.**
October 24	• **Class Session Topic: Discussion of Chapter 8.** • **Individual Homework (Due at the start of class on 10/31): Read Chapter 9.** • **Individual Homework #8: Chapter 8:** *Case Study #8: Sorting Through the Data From Logan Elementary School (page 207).* **Due on Canvas: November 7.**
October 31	• **Class Session Topic: Discussion of Chapter 9.** • **Individual Homework (Due at the start of class on 11/7): Read Chapter 10.** • **Individual Homework #9: Chapter 9:** *Case Study #9: A Leadership Transition in Corporate Finance (page 229).* **Due on Canvas: November 14.**
November 7	• **Class Session Topic: Discussion of Chapter 10.** • **Individual Homework (Due at the start of class on 11/14): Read Chapter 11.** • **Individual Homework #10: Chapter 10:** *Case Study #10: Individual Type Styles at the Parks Department (page 254).* **Due on Canvas: November 21.**
November 14	• **Class Session Topic: Discussion of Chapter 11.** • **Individual Homework (Due at the start of class on 11/21): Read Chapter 12.** • **Individual Homework #11: Chapter 11:** *Case Study #11: Solving Team Challenges at DocSystems Billing, Inc. (page 287).* **Due on Canvas: December 5.**

	• **Individual Simulation: Beginning with this class session, each student will have up to 15-minutes of class time to ask clarifying questions of students.**
November 21	• **Class Session Topic: Discussion of Chapter 12.** • **Individual Homework (Due at the start of class on 12/5): Read Chapter 13** • **Individual Homework #12: Chapter 12:** *Case Study #12: The Future of the Crossroads Center (page 337).* **Due on Canvas: December 12.** • **If Needed Due to Class Size: Individual Simulation: Each student will have up to 15-minutes of class time to ask clarifying questions of students.**
December 5	• **Class Session Topic: Discussion of Chapter 13.** • **Individual Homework #13: Chapter 13:** *Case Study #13: Reorganizing Human Resources at ASP Software (page 361).* **Due on Canvas: December 12.**
December 12	• **Group Project DUE: Upload Document to Canvas today, and group presentation.** • **Individual Simulation assignment DUE: Upload document to Canvas, and presentation.** • **Any late submission of past due assignments for partial credit NOT ACCEPTED after today.** • **Assignments due today NOT ACCEPTED after December 14.** • **Research Project Report and Presentation Due. Upload report to Canvas and conduct your class discussion/presentation.**