

# Woodbury University

Course Syllabus - Fall 2007

## MG 505: Management and Organizational Behavior

UNITS - 3

PREREQUISITES: PC 506, or its equivalent, and graduate standing.

INSTRUCTOR – Dr. Joan Marques

E-mail: [jmarques01@earthlink.net](mailto:jmarques01@earthlink.net)

Website: [www.joanmarques.com](http://www.joanmarques.com)

Phone: (818) 845 3063

DAYS/TIME – Saturdays: 8:30AM - 4:30 PM (Room SBUS 104)

### DEPARTMENT MISSION STATEMENT

*The Woodbury University Master of Business Administration degree is designed to prepare individuals for leadership roles in domestic and international enterprise. The mission of the Department of Business & Management is to be recognized as a premier student-centered business management program. We want every business student to be a life-long learner, who is ethical, entrepreneurial, computer fluent and an effective communicator. In addition, they should be able to function collaboratively and comfortably in an environment characterized by diversity, uncertainty, and rapid technological change.*

### **COURSE DESCRIPTION: Objectives & Philosophy**

This course will provide an in-depth examination of behavioral issues in organizations. Topics such as individual and group behavior, communication issues, human resource management and organizational analysis, including administrative processes under conditions of uncertainty will be reviewed. Management and leadership skills will be sharpened, as they are cornerstones in the creation of effective organizations through teamwork. The central objective of this course is to learn how to create socially sensitive, high performing organizations--- organizations that are financially viable, ethically responsible, and humane. In this course, we will learn "how to add humanity to the bottom line." Together, we will build a foundation for the creation of a better workplace in our future.

In this course, we will go beyond the conceptual knowledge of management and organizational behavior. It is our understanding that the students have mastered the common professional component of management at either the undergraduate level or through taking the course: PC 506---Organizational Behavior and Strategy. We will find out how to create working conditions where self-fulfillment and self-actualization needs are met. We will also focus on how to create and empower self-directed, self-organizing teams, and so forth.

### **Learning Outcomes for this Course**

After taking this course, a student will have the ability to:

- Clearly define, recognize and perform excellence in leadership
- Formulate and adhere to his or her personal and professional goals.

- Value organizational and personal change and engage in successful implementation of change.
- Value teams and be aware of the requirements of proper team performance.
- Distinguish between various motivation techniques and their appropriateness in different settings.
- Advocate personal and organizational learning and ways to engage in this learning.
- Determine their ethical standards and how these relate to their work environment.

**General Learning Outcomes: MBA Program**

The following learning outcomes were collaboratively determined by the Business & Management faculty:

1. Advance skills in key management functions
2. Preparation of students for advanced leadership roles
3. Ability to communicate effectively as a member of a multicultural team
4. Advanced competence in written, oral, and electronic communication
5. Ability to function as a change manager and as a change agent
6. Ability to apply skills within overall organizational context
7. Ability to formulate ethical, socially responsible strategies

**Mission Matching and Learning Outcomes Concordance**

The primary objective of this course is to prepare students for advanced leadership roles in modern organizations. Accordingly, effective leadership skills, team-building skills, and change management skills are addressed at the application level within the overall ethical, socially responsible stance. The competence in oral, written, and electronic communication forms an important constituent in achieving the desired outcomes for this course.

**Instructional Process Assessment**

Instructional Methodology:	%
Mid Term/Quizzes	30%
Participation/Group Projects	30%
Term Projects/Papers	20%
Final	20%

**GRADING STRUCTURE:**

CHAPTERS & ARTICLE CRITIQUES .....	30 points
TERM PAPER (APA style) .....	20 points
PRESENTATION/PARTICIPATION .....	15 points
CRITICAL TEXT BOOK CRITIQUES .....	15 points
FINAL EXAM .....	<u>20 points</u>
<i>Total Points</i> .....	100 Points

A = 94-100 POINTS	C+ = 77-79 POINTS
A- = 90-93	C = 74-76
B+ =87-89	C- = 70-73
B = 84-86	D+ = 66-69
B- = 80-83	D = 60-65

## **Attendance Policy**

Since this is an intensive learning format, no absences are allowed. Attendance is a part of class participation. An absence from one class meeting may entail losing 10 points (concept paper = 5 points; individual presentation=5 points). No make up option is available. You have to add value to each class meeting through interactive discussions and collaborative teamwork. You cannot do that when you are not there. As a sign in Las Vegas reads: You have to be present in order to win! Kindly note that there are no exceptions to the attendance policy.

## **Student Responsibility**

It is the responsibility of the student to attend class sessions and to work in class. Woodbury University has established clear and appropriate grading and administrative guidelines. They will be followed in this class, except as amended. Students should be familiar with the various policies as stated in the Woodbury University catalog.

## **Topics for this Class: A Suggested List**

- ◆ Emotional Intelligence
- ◆ Appreciative Inquiry
- ◆ Leadership issues of organizational transformation
- ◆ Behavioral issues involved in pursuing new management paradigms
- ◆ Understanding and managing organizational change and conflict
- ◆ Art and practice of learning organizations
- ◆ Managing organizational diversity
- ◆ Individual differences & Group dynamics
- ◆ Managing teams effectively
- ◆ Communication at personal, interpersonal, managerial, and organizational levels
- ◆ Building trust, employee empowerment and motivation
- ◆ Organizational alignment

## **Course Design**

There are six workshops for this course:

1. Leadership: The first module introduces the student to the major trends in leadership theory and practice. After assessing the relative merits of different leadership theories, we will focus on three major shifts in the practice of leadership that are now underway: strategist to visionary, commander to coach, and system architect to change agent and servant.
2. Managing Change: This module focuses on the central problem all leaders must face today: managing in permanent white waters – to use Peter Vaill's characterization of change. We will explore the common reasons for employee resistance to change and strategies to overcome that resistance.
3. Creating A High-Performing Organization: This module is about self-directed, high-performing teams. What does a team-based organization look like? How to give up control to gain performance? When empowerment does not empower? What skills do managers and leaders need to leverage self-organizing teams? These are some of the questions that will be explored in this module.
4. Art and Practice of Learning Organizations: This module deals with one of the most enduring topics of 1990s: Organizational Learning. After summarizing the current thinking about how individuals and organizations learn, we will explore some learning disabilities that inhibit transition to learning organizations.

5. Managing and Motivating People: Starting with Maslow's theory of needs, we will study some of the current thinking about employee motivation, as characterized by some emerging trends in management and leadership.
6. Social Responsibility and Personal Integrity: This central module focuses on post-capitalistic, social awareness. Business is viewed as an important segment of society. We will explore strategies for managing for profit and common good. This module aspires to add "humanity to the bottom-line." An important part of this module is what is known as Personal Mastery- "leading others" is seen as an extension of "managing oneself." Special Topics: The last module in the course addresses special topics, such as behavioral issues involved in managing technology and innovation, emotional intelligence, appreciative inquiry, balancing work and family life, re-engineering, managing organizational diversity, and spirituality in the workplace.

**Required Texts:**

Pattakos, A. (2004). Prisoners of Our Thoughts: Victor Frankl's Principles at Work. San Francisco: Berrett-Koehler (Hardcover)

Sharon Lebell - The Art of Living - The Classic Manual on Virtue, Happiness, and Effectiveness - - ISBN 006-251322-2

Mukul Pandya and Robbie Shell - Lasting Leadership - ISBN 0-13-153118-2

Joan Marques – The Awakened Leader: One Simple Leadership Style - ISBN 1-932181-24-5

**Supplementary Texts: (Choose one as a team)**

1. George, B. (2003). Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value. Jossey-Bass: San Francisco, California
2. Bennis, W. & Thomas, R. (2002). Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders. Boston, MA.: Harvard Business School Press.
3. Goleman, D., Boyatzis, R., and McKee, A. (2002). Primal Leadership: Realizing the Power of Emotional Intelligence. Boston, Ma.: Harvard Business School Press.
4. Zenger, J., Folkman, J., & Folkman, J. (2002). The Extraordinary Leader: Turning Good Managers into Great Leaders. New York: McGraw Hill.
5. Badaracco, J. L. (2002). Leading Quietly: An Unorthodox Guide to Doing the Right Thing. Boston, Massachusetts: Harvard Business School Press.
6. Welch, J. & Byrne, J. (2001). Jack: Straight from the Gut. Warner Books.
7. Bolman, L. G. & Deal, T. E. (2001). Leading with soul: an uncommon journey of spirit. San Francisco: Jossey-Bass.
8. O'Toole, J. (2000). Leadership A-Z: A Guide for the appropriately ambitious. San Francisco: Jossey-Bass
9. Depree, M. (1997). Leading without power. San Francisco: Jossey-Bass.

10. Bennis, W. & Nanus, B. (1997). *Leaders: Strategies for taking charge*. New York: HarperBusiness.
11. Hendricks, G. & Ludeman, K. (1997). *The corporate mystic: a guidebook for visionaries with their feet on the ground*. New York: Bantam Doubleday.
12. Katzenbach, J.R. & Smith, D.K. (1993). *The wisdom of teams*. Boston: Harvard Business School Press.
13. Covey, S. (1991). *Principle-Centered leadership*. New York: Summit Books.
14. Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Bantam Doubleday.

### **Class Requirements**

#### *Chapter/Article Critiques: Concept Papers (30 points)*

This assignment is based on the cognitive domain of Bloom's Taxonomy, developed in 1956. Bloom identified six levels within the cognitive domain, from the simple recall of facts to the highest levels identified as synthesis and evaluation. In lieu of the mid-term examination, you will be required to prepare a critical outline of assigned chapter(s)/article(s) readings for each class session. This critique will also serve as a framework for your class presentation (sort of talking points). Please refer to the Assignment Schedule at the end of this syllabus. Specifically, you will address the following questions in your critiques:

Chapter/article key points?  
What did I learn?  
How will I apply it?

In the first part, outline the key points of the chapter(s)/article(s) to be reviewed. In the second part, reflect upon the lessons learned. In the final section, suggest concrete application of the material learned through various personal and professional illustrations. The summary serves as a learning log and is a very useful tool to gauge progress in learning over time.

#### *Class Presentation/Participation. (15 points)*

This class is modeled on the philosophy of "shared learning" – *adults teaching other adults*. This methodology can be very useful if we are able to create "a learning field" that weaves together the concepts of this course and your personal learning goals. This requires us all to be extra sensitive to our interactions and communications. It also puts you, the learner, in a responsible position to actively engage in the learning process, instead of being a passive recipient of information. The teacher's role in *active learning* is analogous to being a "spark plug" rather than a "fuel pipe." To rephrase Dorothy Fisher's wisdom, "A teacher is not a person to lean on, but a person to make leaning unnecessary."

This assignment has two parts: individual presentations and group presentation. The individual presentations will be based on assigned readings from the required texts. During each class meeting, each one of you will be present some information based on your readings. This will enable you to actively participate in every class session. In addition to presenting the texts, feel free to incorporate information from your organization that has a bearing on the topic presented.

It is called “*adding value to the class.*” Be prepared to read at least 80-100 pages every week. Please refer to Assignment schedule for details and due dates.

The group presentation will be based on the books listed under *Supplementary Readings*. During first class session, we will finalize the list of student teams and the dates of presentation. We will invite Woodbury faculty and industry experts to critique these presentations. Each group presentation session may be video taped for critique and feedback purposes.

*Scholarly Paper. (20 points)*

Each student is required to write a scholarly paper, in APA style, on a topic related to this course. You may refer to some of the topics under the Course Description. This paper should be based on at least ten journal articles published during the last 2 years. The full-text database, Proquest Direct, can be reached by visiting [www.umi.com/pqdauto](http://www.umi.com/pqdauto)

The APA guidelines can be accessed through various online sources such as <http://www.lib.usm.edu/research/tutorials/apatutorial/tutorialindex.html> or <http://www.uca.edu/cfac/wrsp/OWL/LINKS/OnlineHandouts/apabasics.PDF>

*Critical Text Book Critiques (15 points)*

Students are encouraged to form small groups and choose a book from the list of supplementary texts on pp 3-4 of this syllabus. The presentations will be performed on the last day of class (workshop 6). PowerPoint is not required, but will be facilitated if preferred. Presentations will be 10 minutes per group, and a handout for the class is required. However, no report is required for this project. The emphasis will be laid on the process of information sharing.

*Final Examination. (20 points)*

The final examination will consist of essay questions. The detailed guidelines for this project have been provided at the end of this syllabus.

**An Important Note:**

*No late work is accepted in this class.* All due dates for the assignments will be determined during the first class meeting; so plan ahead to pace your work and meet these deadlines. For details, please refer to the Assignment Schedule.

The following information is intended to enrich our understanding regarding emerging paradigms and their implications for management and organization behavior.

Leadership in the New Millennium  
By Dr. Joan F. Marques

Now that the necessity of a diverse business landscape is finally taking effect in the minds of decision makers globally, the New Millennium leader may ultimately emerge in full glory. In a world where the search for meaning in the workplace has been setting the tone for their choice of work-environment wherever possible, workers are increasingly looking for leaders who possess the quality of not only respecting workplace diversity, but using this advantage optimally.

Diversity means recognizing and respecting differences in people (DeCenzo & Robbins, 1999, p.9). Workforce diversity includes the varied backgrounds of employees that are present in our companies today (DeCenzo & Robbins, 1999, p.9). According to DeCenzo & Robbins, this diverse workplace, then, is made up of “males, females, whites, blacks, Hispanics, Asians, Native Americans, the disabled, homosexuals, straights, and the elderly (p.38).” Several authors have stated before that diversity is the ideal work situation, but not the most common. The reason for that is simply, that people tend to choose for the familiar; personnel that looks like them, thinks like them, and comes from the same background as them.

What distinguishes the New Millennium leader from this conservative train of thought is, that he/she is completely unattracted by the monotony of uniformity, because this leader realizes the full potential of a workforce that represents the broad diversity of our world. He/she realizes that workforce diversity might not be the easiest and fastest way toward success, but it sure is the most lasting one.

This leader is not totally selfless, because he/she realizes too, that working with a diverse team will enhance his/her insights and leadership qualities. He/she recognizes the following personal satisfactions of encouraging workforce diversity:

- Feeling good to be doing the right thing
  - [Implementing workplace diversity] should be done not only because it's the law, or because it's morally and ethically the right thing to do or because it makes good business sense, but also because when we open our minds and hearts we feel better about ourselves (DeCenzo & Robbins, 1999, p.33).
- Creating a better work environment while providing better service to customers at the same time
  - Gilbert (2000) states that the advantage for the American industry in the world market will be based upon our success in optimizing and utilizing this richly diverse work force (p.175). According to Gilbert (2000), this prediction suggests that to succeed in the future, organizations must learn how to attract, promote, and retain a diverse group of people in order to sustain a competitive advantage (p.175).
- Making the organization more innovative, productive, and creative
  - Richard & Johnson (2001) explain that a diversity orientation results in a diverse culture where employees embrace their differences and use them to enhance organizational effectiveness through creativity and innovation (p.180). Diversity practices can provide firms with the expertise to regularly develop and market competitive new products by enhancing organizational creativity and problem solving (Richard & Johnson, 2001, p.186).
- Increase employee's commitment by practicing more flexibility
  - Richard & Johnson (2001) note that effective diversity management enhances organizational flexibility, simply because more diverse groups consider a wider variety of perspectives. As diversity policies and practices become instituted, increased fluidity and flexibility result in an organizational culture that can react to environmental changes (p. 192).

The New Millennium leader believes in all of the above and realizes as well that the organization in which successful diversity happens, will have the advantage of being able to identify with each and every customer or relative of any kind.

The New Millennium leader is well-read, and knows, therefore, that baby-boomers are not interested in mere work, but prefer to find job-satisfaction and meaning in what they do. The correspondence between this generation and the subsequent is, that they tend to look for the bigger picture and search for the sense their activities make for humanity as a whole. Oldenburg and Bandsuch (1997) state, “something has been stirring in people's souls—a longing for deeper meaning, deeper connection, greater simplicity, a connection to something higher.” The New Millennium leader understands this, because he/she is looking for the same. He/she knows that in any organization, success is contingent on how well its employees perform (DeCenzo & Robbins, 1999, p.99). Because he/she realizes all of the aforementioned, the leader continuously seeks to motivate his/her co-workers in every possible way. DeCenzo & Robbins (1999) define motivation as an individual's willingness to exert effort to achieve the organization's goals, conditioned by this effort's ability to satisfy individual needs (p.100). Dorsey (1998) agrees with this theory by asserting that people and companies do well, financially and otherwise, to the degree that their interests match their values (p. 227). Dorsey exclaims, “people need to believe in what they do for a living before they can tap their deepest creative potential”(p. 227).

This leader, therefore, creates communication lines throughout the organization, so that all ideas, suggestions, and comments can be considered. The New Millennium leader understands and respects the fact, that the workers at the operational level have the best insights in what the customers want, because they deal with them directly. He therefore facilitates open communication with them and seriously considers their input. Since the New Millennium leader is pro-diversity, he/she is also used to change. That entails flexibility within each segment of the institution, and flexibility can only be achieved if there is an overall understanding of its importance to success and lasting job-security and –satisfaction. Hence, the New Millennium leader makes sure that his/her team-members are revolutionaries and change-agents, reflecting this pattern upon the organization in total.

The New Millennium Leader realizes the importance of recognizing the society in which his/her organization operates. He/she therefore seeks to develop regular activities that benefit this society, preferably with direct involvement of the company-workers (among whom him/herself), because the New Millennium leader knows that the golden rule, “what goes around comes around,” is not a myth, but a daily occurrence.

All of the New Millennium leaders’ activities are developed at a high-tech level, so that the team-members in his/her organization are on top of new developments: Communication happens face-to-face, but also online, through email, and net-meeting. Employees are getting the opportunity to get education, because the leader realizes the importance of an educated workforce, if not only for the company, but for the world in which the company functions as well.

The New Millennium leader is a teacher and a learner at the same time. He/she is not afraid to admit mistakes or shortcomings, but seeks to better him/herself continuously, thereby realizing that he/she is also setting the right example for co-workers. This is the leader that teaches his/her employees that the future is not a scary, unknown threat that will conquer us, but rather that WE have the power of training ourselves to see the bigger picture, detect possibilities, and CREATE our own future.

That is the leader I want to be. You?

#### References:

- DeCenzo, & Robbins. (1998). *Human resource Management* (6th ed.): San Diego: Wiley.**  
Dorsey, D. (1998). The New Spirit of Work. *Fast Company*, 16, 224-232.  
Gilbert, J. (2000). An Empirical Examination Of Resources In A Diverse Environment. *Public Personnel Management*, 29, 2, 175-185.  
Oldenburg, D., & Bandsuch, M. (1997, Wednesday, May 7). The spirit at work: Companies should nurture the soul if they want more from employees. *The Detroit News*.  
Richard, O., & Johnson, N. (2001) Understanding the impact of human resource diversity practices on firm performance. *Journal of Managerial Issues*, 13, 2, 177-196.

### **Assumptions of this Course**

Peter Drucker in a recent *Forbes* article has expressed the opinion that "most of what is taught in B-Schools is either wrong or outdated." He has asked us to try to continuously re-invent ourselves---to challenge our assumptions constantly. Here are some assumptions of this class:

- 1) This class is about understanding people's behavior in the workplace.
- 2) People are not costs to be cut, but resources to be developed.
- 3) Most organizations are over-managed and under-led.
- 4) Managers manage "actions;" leaders manage "interactions."
- 5) Underdeveloped potential of people is the greatest asset an organization has.
- 6) In the final analysis, you cannot motivate anybody. Just make sure you don't de-motivate anyone.

- 7) The future of an organization depends upon its capacity for self-renewal.
- 8) Ability to articulate (and ask) questions is the supreme test of an organization's survival.
- 9) Trust is the emotional glue that binds people together.
- 10) Control is not the solution. It is the problem!
- 11) Organizations do not fail because they "can't solve" their problems; organizations fail because they "won't see" their problems.
- 12) You can't solve today's problems with yesterday's solutions and be in business tomorrow.
- 13) Resisting change does not recapture the past; it loses the future.
- 14) Some people are scared of the future, yet the past could be equally dangerous.
- 15) Most organizations have structures or procedures designed to solve problems that no longer exist.
- 16) If the only tool you have is a hammer, every problem appears to be a nail. (Maslow)
- 17) People don't care how much you know; they know how much you care.
- 18) People are not problems; people have problems.
- 19) If the rate of change outside your organization exceeds the rate of change inside your organization, the end is in sight. (Jack Welch of GE)
- 20) If today is like yesterday, tomorrow will be like today.

**During our class discussions, we will refer to some of these aphorisms as points of departure.**

**MG 505: Assignment Schedule (May 12 to July 21, 2007)**

Date	Assignment Details	Due Date
Sept. 8	<ol style="list-style-type: none"> <li>1. Read and present pp. 1 - 77: <b>Prisoners of Our Thoughts</b> text, and bring a <b>two page critical outline</b>, capturing the key ideas of the text. Also, <b>answer the "meaning moments" and "meaning questions" in writing (for submission)</b> and be prepared to engage in some in-class sharing.</li> <li>2. What values (personal traits or characteristics) do you admire in your <b>leaders</b>? Are these traits inborn or developed? Tell a story. <b>(One page limit – for submission!!!)</b></li> <li>3. Bring in 1 article about <b>any organizational behavior-related topic</b> along with a 2-paragraph summary of what you learned from it. Be prepared to briefly share the contents of the article and your learning.</li> </ol>	Sept. 8

	<ol style="list-style-type: none"> <li>4. Teams formed for group book report.</li> <li>5. Shared in-class readings from <b><u>The Art of Living</u></b></li> </ol>	
Sept. 22	<ol style="list-style-type: none"> <li>1. Read pp. 79 – 164: <b><u>Prisoners of Our Thoughts</u></b> text (to be assigned on May 12) and bring a <b><i>two page critical outline</i></b>, capturing the key ideas. Also, <b><i>answer the “meaning moments” and “meaning questions” in writing (for submission)</i></b> and be prepared to engage in some in-class sharing.</li> <li>2. Bring one page proposal for your APA paper, stating research topic, preliminary methodology, and some early evidence of scholarly sources.</li> <li>3. Bring in 1 article about <b><u>change</u></b> along with a 2-paragraph summary of what you learned from it. Be prepared to briefly share the contents of the article and your learning.</li> <li>4. <b><u>Change:</u></b> videos and discussions. We will explore the common reasons for employee resistance to change and strategies to overcome that resistance</li> <li>5. Turn in information on your team book report.</li> <li>6. Shared in-class readings from <b><u>The Art of Living</u></b></li> </ol>	Sept. 22
Oct. 6	<ol style="list-style-type: none"> <li>1. Read and present assigned portions of <b><u>Lasting Leadership</u></b> text (to be assigned on May 26) and bring a 2 page critical outline of your part.</li> <li>2. <b><u>Teams:</u></b> What does a team-based organization look like? How to give up control to gain performance? What skills do managers and leaders need to leverage self-organizing teams? Bring in 1 article about <b><u>teams</u></b> along with a 2-paragraph summary of what you learned from it. Be prepared to briefly share the contents of the article and your learning.</li> <li>3. Video of a leader (50 min)</li> <li>4. Your reflections on the making of a leader and the qualities a leader should have</li> <li>5. <b><u>APA update (50% paper)</u></b></li> <li>6. Shared in-class readings from <b><u>The Art of Living</u></b></li> </ol>	Oct. 6
Oct. 20	<ol style="list-style-type: none"> <li>1. Read and present assigned portions of <b><u>The Awakened Leader</u></b> text (to be assigned on June 9) and bring a 2 page critical outline for your portion.</li> <li>2. Videos of organizations and their performances</li> <li>3. <b><u>Organizational Learning.</u></b> How do individuals and organizations learn? Exploring some learning disabilities that inhibit transition to learning organizations. Bring in 1 article about <b><u>organizational learning</u></b> along with a 2-paragraph summary of what you learned from it. Be prepared to briefly share the contents of the article and your learning.</li> <li>4. Your reflections on various pointers highlighted in the videos their implications for organizational performance, teamwork and empowerment.</li> <li>5. Shared in-class readings from <b><u>The Art of Living</u></b></li> </ol>	Oct. 20

<p>Nov.3</p>	<ol style="list-style-type: none"> <li>1. Read and present assigned portions of <b><u>The Awakened Leader</u></b> text (to be assigned on June 23) and bring a 2 page critical outline of your assigned portion.</li> <li>2. <b><u>Managing and Motivating People</u></b>: Current thinking about employee motivation, as characterized by some emerging trends in management and leadership</li> <li>3. Bring in an article on <b><i>motivating people</i></b>, selected from a reputable source (ProQuest is a good start), along with a 2-paragraph summary of what you learned from it. Be prepared to briefly share the contents of the article and your learning (5 p worth).</li> <li>4. <b><i>APA paper due.</i></b></li> <li>5. <b><i>Final Exam will be handed out</i></b></li> <li>6. Shared in-class readings from <b><u>The Art of Living</u></b></li> </ol>	<p><b>Nov.3</b></p>
<p>Nov. 17</p>	<ol style="list-style-type: none"> <li>1. Team book report presentations (Business casual attire). 15 minutes each team, including Q &amp; A. (Laptop and multimedia projector will be available).</li> <li>2. <b><u>Social Responsibility and Personal Integrity</u></b>: Exploring strategies for managing for profit and common good. Adding "humanity to the bottom-line." An important part of this module is what is known as Personal Mastery- "leading others" is seen as an extension of "managing oneself."</li> <li>3. <b><i>Special topics</i></b>: Tell a story about workplace related issues!</li> <li>4. Summing Up: Course reflections and feedback.</li> <li>5. <b><i>Final Exam to be turned in.</i></b></li> </ol>	<p><b>Complete Final Project due on Nov. 17.</b></p>