Texas A&M University-Corpus Christi  
College of Business  
Course Syllabus  
SPRING, 2012

Course Number: MGMT 5320W  
Course Name: Organizational Behavior and Theory  
Instructor: Karen L. Middleton, Ph.D.  
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Phone: (361) 825-5533 Home Phone: 361-882-3294  
Fax: (361) 825-5609  
e-mail: karen.middleton@tamucc.edu  
Office Hours: M 1-2 PM; W 3:30-6:45 PM; Online Weeks 1-8 from 8-10 AM, Monday through Friday; Other times available upon request


Presentation Readings: Online at www.rattler.tamucc.edu

Prerequisites: MGMT 5310 or equivalent, or PADM 5301

Course Description:  
Organizational Behavior and Theory comprises the study of individual, group, and intergroup behavior within organizations. Issues discussed include personality differences, power, politics, interpersonal relations, conflict management, work environment, satisfaction, performance, and team building.

THE COURSE OBJECTIVES

1. Enhance your ability to manage organizations and their members by improving your skills for identifying causes of organizational events, predicting future events, and devising action plans for influencing future events.

2. Increase your understanding of the roles of theory and research in management.

3. Develop your critical thinking skills for identifying organizational leverage points from theories, and problem-solving strategies for exploiting them.

4. Improve your written and oral communication skills.

Relationship to Other Coursework:  
MGMT 5320 is one of the required advanced courses for MBA students and may be taken as an elective by students in the MACC and other graduate degree programs. The course is a prerequisite for MGMT 5335 (Multinational Management) and 5340 (Motivation and Leadership).
**Instructional Methodology:**
Textbook and other readings provide the fundamental knowledge needed in this course. Students will also be required to complete book and online self-assessments that build self-understanding of the weekly topics. Power points slides provide extra coverage of relevant material not covered in the textbook. Forum discussions and chat rooms are used to clear up points of confusion or disagreement and to help students understand the importance of various issues and techniques. Individual and team assignments and projects give students the opportunity to sharpen their decision making and problem solving skills, to develop their ability to work as part of a team, and to effectively communicate their analyses. Student-centered cases aid students in acquiring problem identification and problem solving skills. Student-centered cases enable students to apply these skills to the solution of real-world problems and to effectively communicate their analyses. Student presentations provide students the opportunity to improve both written and oral communication skills. Application and examinations are used to enhance learning and assess acquisition of basic knowledge, skills, and abilities.

**Performance Evaluation and Grading:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Start Here Online Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Dyad Integrated Reading Power Point Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Dyad Integrated Reading Written Memo</td>
<td>100</td>
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<tr>
<td>Dyad Integrated Reading Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Self-Assessments (25@10 points each)</td>
<td>250</td>
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<tr>
<td>Chapter Quizzes (15@ 30 points each)</td>
<td>450</td>
</tr>
<tr>
<td>Problem/Puzzle</td>
<td>75</td>
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<tr>
<td>Case I: Individual Processes</td>
<td>100</td>
</tr>
<tr>
<td>Case II: Power Analysis</td>
<td>120</td>
</tr>
<tr>
<td>2 Peer Reviews (75 Points Each)</td>
<td>150</td>
</tr>
<tr>
<td>EXAMINATION 1</td>
<td>100</td>
</tr>
<tr>
<td>FINAL EXAMINATION</td>
<td>200</td>
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</tbody>
</table>

**TOTAL POSSIBLE POINTS** 1770

Letter grades are based on the percentage of total points earned, as follows: an A for earning 90 - 100% of the points; a B for 80 - 89.9% of the points; a C for 70 - 79.9% of the points; a D for 60 - 69.9% of the points; and an F for 0 - 59.9% of the points.

**Grade Appeals:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade
Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Oral and Written Communication Content:**
The acquisition of relevant knowledge, skills, and abilities is enhanced by discussion of the course material. Effective communication in the form of reports, presentations, e-mails, discussion forums, chat rooms, and blogs are often required of management professionals. The assignments in this course are designed to simulate these types of communication and will be graded for content as well as writing/speaking style and quality of supporting material/graphics.

**Integrated Readings Presentations in Dyads**
We will discuss a number of articles from a wide-ranging assortment of journals from the business press (e.g., *Academy of Management Journal* (AMJ), *Journal of Management (JOM)*, *Journal of Applied Psychology* (JAP), *Journal of Organizational Behavior* (JOB), *Personnel Psychology* (PP), *Personnel Review* (PR), *The Leadership Quarterly* (LQ), *Journal of Economic Behavior & Organization* (JEBO); *Social Psychological and Personality Science* (SPPS), *Personality and Social Psychology Review* (PSPR), *Organization Science* (OS), *Journal of Research in Personality* (JRP), *Management Science* (MS), *Journal of Leadership & Organizational Studies* (JLOS), *Small Group Research* (SGR), and *Organizational Behavior and Human Decision Processes (OBHDP)*) in conjunction with the major topic areas. Each DYAD will be responsible for an article to review and present to the class. Each student will be assigned a dyad partner and a reading following the first day of online class. Each dyad will be responsible for an article to review and present to the class on the Integrated Readings Presentations (IRP) discussion sites.

Articles will be randomly assigned to the DYADS. Your 2-page written summary should use headings to guide your writing and to help your readers. You may use the same headings using in the research articles, for example, Introduction, Theory and Hypotheses, Methods, Results, Limitations, and, most important of all, Implications for Managers. You may also add Appendices if you want to show the hypotheses and the results of the statistical tests. Please remember that any Appendix MUST be cited in the body of the paper, or APA says they must be taken out of the submission.

The write-up should be 2 pages double-spaced. You are required to use Power Point for your presentation slides. The 2-page written presentation and the power point slides can be **uploaded together** on the class discussion sites for everyone to read. I will provide feedback for each written presentation and each set of power point slides on the class discussion sites. Class members are invited to ask questions or make comments. I will post the individual grades in the grading center for each of the dyads.
Please use APA reference format as your title (see Purdue Owl online if you need help with APA reference formats). You may contact Dr. N. Curiel if you have questions concerning the statistical tests used in your study. You may contact CASA if you required writing help. Both Chelsea and Misty have been particularly helpful, and may be contacted online for an appointment. The appointments can be held online or on-campus. You may earn up to 200 points for your dyad IRP written presentation and slide presentation.

THINK CRITICALLY! Both the power point slides and the write-up should include such considerations as the following: (1) What are the main ideas reflected in the article?; (2) How does the article contribute to the topic under discussion?; (3) Does the article confirm and/or contradict other concepts or cases that have been discussed?; and (4) What are the key points for managers to bear in mind. In effect, what is the current state of thought concerning the topic area?

Dyad Evaluation

You must provide an evaluation of the process used by your dyad to complete this assignment. The Dyad Integrated Reading Paper and Presentation Evaluation is included in the attachments to this syllabus. Save your completed evaluation using your first and last name as the title. Submit your completed evaluation to me via BB9 e-mail as an attachment after you have uploaded the memo and presentation slides on the discussion board. You may earn up to 100 points for your evaluation.

Student-Centered Cases

Students will complete three student-centered cases: Problem/Puzzle (Attachment I, 75 points); Individual Processes Analysis Case I (Attachment II, 100 Points); and Power Analysis Case II (Attachment III, 120 Points). The directions are included in the syllabus and in the online content.

Cases I and II will be subjected to peer reviews before final submission to the professor. Only fully written papers that have been carefully edited for English and grammar problems may be submitted for peer reviews. Your reviewers have the right to reject your paper if it is not ready for review. It is UNETHICAL to let your reviewers write your paper for you. Students are expected to incorporate peer review suggestions into the final paper submitted to the instructor for grading.

Peer Reviews

Students will be randomly assigned to peer review teams (PRT) for Cases I and II. Students will be required to read and evaluate their team members’ student-centered cases and provide written feedback at PRT meetings as scheduled in the syllabus.
Peer review team members are not responsible for reviewing a teammate’s paper that is in draft form or has not been carefully edited for spelling and grammar. Only fully written and edited papers are worthy of a review by peers. A review of an incomplete paper will only mean YOU are writing the paper for the teammate that is not fully prepared.

PLEASE NOTE: I WILL REVIEW ALL WRITTEN SUBMISSIONS ON TURNITIN.COM. PAPERS THAT HAVE BEEN WRITTEN BY A GHOST WRITER OR PLAGIARIZED FROM OTHER WRITERS WILL RECEIVE AN AUTOMATIC ZERO. YOU WILL ALSO BE REPORTED TO THE UNIVERSITY FOR UNETHICAL BEHAVIOR.

Technology Applications: Students are expected to use computers, word-processing software, and computer printers to produce their written assignments.

Ethical Perspective: Throughout the course, student will be required to recognize the ethical issues associated with managing people at work and to apply appropriate ethical criteria in making decisions affecting others.

Global Perspective: Students will be introduced to the impact that globalization has had on the nature of organizations, jobs, and management activities. Students will also be provided with a general understanding of how managers may need to adapt their management and leadership styles when confronted with different cultures.

Demographic Diversity Perspective: Students will be required to understand how issues of demographic diversity are related to motivation, group dynamics, and leadership. They will also explore management techniques and styles that incorporate diversity so as to increase individual, group, and organizational effectiveness.

Political, Social, Legal, Regulatory, and Environmental Perspectives: Although the course does not directly address these areas, students will be encouraged to identify the general impact of them on beliefs about workers and the acceptability of various management practices.

Academic Honesty: This course as all other ones offered by the College of Business is covered by the COB Student Code of Ethics (available online at www.cob.tamucc.edu)
Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.

**Ethical Behaviors:** All students are expected to maintain a high standard of ethics in their academic activities. Hence, any form of academic misconduct is considered a serious matter. In this context, forms of academic misconduct include (1) Cheating, (2) Fabrication, Falsification, or Forgery, (3) Plagiarism, (4) Multiple Submission, and (5) Complicity. Sanctions for a student's academic dishonesty may include, but are not limited to (1) a written reprimand, (2) requirement to re-do the work in question, (3) requirement to submit additional work, (4) lowering of grade on work in question, (5) assigning grade of ‘F’ to work in question, (6) assigning grade of ‘F’ for the course, and/or (7) recommendation for more severe punishment. Additional sanctions may include disciplinary probation, suspension, or dismissal from the university.

**Grade Appeals:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Americans with Disabilities Act Compliance:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Civility:** Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and
about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.

**Harassment:** Texas A&M-Corpus Christi believes that establishing a safe learning environment is necessary for an institution committed to the pursuit of excellence in instruction, research, and public service. Discrimination against, or harassment, or actions that are intended to harass, intimidate, or humiliate individuals on the basis of ethnicity, sex, religion or sexual preference is inconsistent with this institutional purpose and will not be condoned. Persons found guilty of harassment will be subject to disciplinary sanctions.

**Retaliation Prohibited:** Retaliatory action of any kind is prohibited when taken against a witness or other person providing testimony, or against the complainant seeking redress under the applicable procedures dealing with sexual harassment or any other grievance or appeal. Such retaliatory action shall be regarded as a separate and distinct cause for complaint.


**Summary of Topical Coverage:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>1.5</td>
</tr>
<tr>
<td>Scientific Method</td>
<td>3.0</td>
</tr>
<tr>
<td>Globalization, Cultural Influences and Diversity</td>
<td>6.0</td>
</tr>
<tr>
<td>Employee Motivation</td>
<td>3.0</td>
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<tr>
<td>Managing Groups and Teams</td>
<td>6.0</td>
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<tr>
<td>Leadership Theories and Concepts</td>
<td>6.0</td>
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<tr>
<td>Organizational Structure New and Old</td>
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<tr>
<td>Effective Decision-Making</td>
<td>3.0</td>
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<tr>
<td>Managing Change</td>
<td>3.0</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Examinations</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<tr>
<td>DATE</td>
<td>TOPICS</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>MODULE 1: INDIVIDUAL PROCESSES (Chapters 1-7)</td>
</tr>
</tbody>
</table>

  - **Introduction, Overview of the Course**
  - Slides: OBM Chapter 1
  - Self Assessments: 2.8, 2.9, 2.10, 2.11
  - Slides: OBM Chapter 2

| **Week 2** | Self- Assessments: 3.6, 3.7 | **PROBLEM/PUZZLE ASSIGNMENT DUE JANUARY 17 BY 11:59 PM (See Attachment I)** |

  - Slides: OBM Chapter 3
  - Self-Assessments: 4.7, 4.8, 4.9, 4.10
  - Slides: OBM Chapter 4

| **Week 3** | Self-Assessments: 5.6, 5.7, 6.5 | **CASE 1 PRT EXCHANGE (see Attachment II)** |

  - Slides: OBM Chapter 5
  - OBM Chapter 6

| **Week 4** | Self-Assessment: 7.8, 7.9 | **EXAMINATION 1 ON CAMPUS NEXT CLASS** |

  - Slides: OBM Chapter 7

Chapter 1: Introduction to the Field of Organizational Behavior

Chapter 2: Individual Behavior, Personality, and Values

Chapter 3: Perception and Learning in Organizations

Chapter 4: Workplace Emotions, Attitudes, and Stress

IRPs:

- DYAD 1: “Are leader stereotypes masculine? A meta-analysis of three research paradigms” PB
- DYAD 2: “Does diversity climate lead to customer satisfaction? It depends on the service climate and business unit demography” OS
- DYAD 3: “Empathetic emotion and leadership performance: An empirical analysis across 38 countries” LQ

**CASE 1 PRT EXCHANGE (see Attachment II)**

**EXAMINATION 1 ON CAMPUS NEXT CLASS**

Chapter 5: Foundations of Employee Motivation

Chapter 6: Applied Performance Practices

IRP:

DYAD 4: “The language of performance evaluations: Gender-based shifts in content and consistency of judgment” SPPS

Chapter 7: Decision Making and Creativity
<table>
<thead>
<tr>
<th>Week 5 2/8</th>
<th>EXAMINATION 1 ON CAMPUS (All chapters in Module I: 1-7)</th>
<th><strong>PRT Meeting #1: PEER REVIEW FEEDBACK, CASE I</strong> On Campus Only: Face time is essential for constructive feedback during first round of peer reviews!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BRING A BLANK BLUE BOOK FOR THE ESSAY EXAMINATION.</td>
<td></td>
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<tr>
<td></td>
<td><strong>MODULE II: INTERPERSONAL PROCESSES</strong> (Chapters 8-12)</td>
<td>CASE I &amp; PEER REVIEWS I DUE</td>
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<tr>
<td></td>
<td>Self-Assessments: 10.6, 10.7 Chapter 10 (Directions for Case 2) (OUT OF ORDER)</td>
<td>Chapter 10: Power and Influence in the Workplace (OUT OF ORDER!)</td>
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<tr>
<td></td>
<td>Self-Assessments: 8.6, 8.7, Slides: Chapter 8</td>
<td>IRP: DYAD 5: “Managerial use of power bases in a model of managerial empowerment practices and employee psychological empowerment” JLOS</td>
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<td></td>
<td>Self-Assessments: Exercise 9.3 (book) Slides Chapter 9</td>
<td>Chapter 8: Team Dynamics</td>
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<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
<td>IRP: DYAD 6: “Too many cooks spoil the broth: How high-status individuals decrease group effectiveness” OS</td>
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<td></td>
<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
<td>Chapter 9: Communicating in Teams and Organizations</td>
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<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
<td>IRP: DYAD 7: “How the grapevine keeps you in line: Gossip increases contributions to the group” SPPS</td>
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<tr>
<td></td>
<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
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<tr>
<td>Week 6 2/15</td>
<td><strong>PRT Meeting #3: CASE 2 EXCHANGE FOR PEER REVIEWS ONLINE VIA E-MAIL</strong> (See Attachment III)</td>
<td>Chapter 11: Conflict and Negotiation in the Workplace</td>
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<td></td>
<td><strong>CASE 2 PRT EXCHANGE NEXT CLASS</strong> (see Attachment III)</td>
<td>Chapter 12: Leadership in Organizational Settings</td>
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<td>Week 7 2/22</td>
<td><strong>MODULE III: Organizational Structure and Dynamics</strong> (Chapters 13-15)</td>
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<td><strong>Self-Assessment: 13.4 (book)</strong></td>
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<td><strong>Slides: OBM Chapter 13</strong></td>
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<td><strong>Self-Assessment: 14.4 (book)</strong></td>
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<td><strong>Slides: OBM Chapter 14</strong></td>
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<td></td>
<td><strong>Self-Assessment: 15.4 (book)</strong></td>
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<td></td>
<td><strong>Slides: OBM Chapter 15</strong></td>
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</table>

**IRPs:**
- **DYAD 9:** “Centrality and charisma: Comparing how leader networks and attributions affect team performance” JAP
- **DYAD 10:** “Authentically leading groups: The mediating role of collective psychological capital and trust” JOB

**Week 8 2/29 | FINAL CUMULATIVE EXAMINATION**
| **BRING A BLANK BLUE BOOK FOR THE ESSAY EXAMINATION,** |

**CASE II & PEER REVIEWS II DUE FEBRUARY 28, 2010 AT 11.59 PM**
Briefly describe a work-related problem/puzzle situation with which you are involved and are experiencing a great deal of uncertainty about how to handle. Limit your to a single page. It should be a work-related problem/puzzle that you have not previously solved.

A **problem** is something that keeps you from performing your duties effectively.

A **puzzle** is an organizational situation which does not affect you directly but is baffling.

**THE SITUATION SHOULD HAVE PEOPLE AND THEIR BEHAVIOR AS THE MAJOR COMPONENT.**

Use the following headings to manage your writing and to guide the reader.

**The Setting**
(A brief description of the industry, organization and/or department in which the problem/puzzling behavior occurs)

**The Players**
(Description of **relevant** personality characteristics, background, and individual differences are required)

**The Problem/Puzzle**
(Summarize key aspects of the problem/puzzle behavior which would enable your instructor and classmates to understand your situation.)
MANAGEMENT 5320: ATTACHMENT II
CASE I ASSIGNMENT (100 points)

FINAL PAPER WITH TEAMMATES’ PEER REVIEWS INCLUDED IS DUE FEBRUARY 7, 2012 AT 11:59 PM

This assignment will be completed in stages.

Stage 1, Week 2 Due January 24 at 11:59 PM

OVERVIEW

Choose a behavioral aspect of an individual or group in an organization (TAMU-CC, your employer, or your bank, for example) which you would like to change. Diagnose the situation using the 4 step diagnostic approach (see the Diagnostic Approach Model in Chapter 2 power point slides). The first step in the model is the same as the problem/puzzle assignment. You should begin Case I by describing the Setting, the Players, and the Problem Behavior. Please do NOT use the same problem/puzzle that you used in your first writing assignment. The second step requires you to use an OB model, concept, or term to analyze the problem behavior. Devise an action plan in the third step, basing it upon your analysis in step two. Step 4 should include a method for evaluating whether the new behavior has been successfully adopted or not as well as the appropriate consequences for each outcome. Feel free to discuss the situation and possible diagnoses and solutions with your classmates, but write up the assignment on your own.

ASSIGNMENT

Write a memo to a potential collaborator in the situation (the collaborator does not have to be a real person). In the memo, present (1) your diagnosis, (2) justification for your diagnosis, (3) your action plan, and (4) the rationale behind your action plan. Avoid practitioner "buzz words" if possible. If not possible, define, describe, or exemplify them.

FORMAT

Use the following guidelines:
  a) use the memo format below
     To:
     From:
     RE:
     Date:
  b) use 10 or 12 characters per inch,
  c) double-space the memo,
  d) use reasonable margins (three fourths of an inch or more on each side),
  e) length of memo should between 3 and 6 pages, (pages containing tables and figures do not count toward this limit but are not required),
  f) use an introductory paragraph, headings and a summary paragraph within each memo, (Headings are titles for subsections of written text. The lines containing the words OVERVIEW, ASSIGNMENT, and FORMAT are headings in the directions above.)
  g) proofread very carefully and use Spell Check and Grammar Check. I reserve the right to impose a penalty for syntax errors, (e.g., spelling, grammatical, and/or punctuation errors).

Send a copy of your case to each of your teammates via bb9 group mail by Tuesday, January 24, 2012 at 11:59 PM.
Stage 2, Week 3 Due January 31 at 11:59 PM

Read the cases you receive from your teammates, and prepare a Peer Review for each case. Return the completed Peer Reviews to each teammate by Tuesday, January 31, 2012 at 11:59 PM.

Stage 3, Week 4 Due February 7 at 11:59 PM

Review the feedback sent to you by your Peer Review team. Write down any questions or concerns you have about the feedback. THE TEAM MUST THEN FIND A TIME WHEN ALL MEMBERS CAN CHAT ABOUT THE RECEIVED FEEDBACK. You will have time to clarify the feedback you received and the feedback you gave to your teammates during this chat time. The synchronized discussion in real time is essential for your successful completion of this case assignment.

You may revise your Case 1 based on the feedback received in the peer review and the chat room. The final revision of Case 1 with the Peer Reviews you received from your teammates included must be uploaded to the BB9 website by Tuesday, February 7, 2012 AT 11:59 PM.
PEER REVIEW WORKSHEET: CASE I (75 points)

AUTHOR__________________________ REVIEWER______________________________

PAPER TITLE________________________ DATE______________________________

1. Please give a ONE SENTENCE SUMMARY of the author's diagnosis of the problem.

2. Please give a ONE SENTENCE SUMMARY of the author's justification for his/her diagnosis.

3. Please give a ONE SENTENCE SUMMARY of the author's action plan.

4. Please give a ONE SENTENCE SUMMARY of the author's rationale for his/her action plan.

5. What was the most interesting thing the author said? What makes you think so?

6. Suggestions for improvement or comments (continue on back if necessary).
FINAL PAPER WITH TEAMMATES’ PEER REVIEWS INCLUDED IS DUE FEBRUARY 28, 2012 AT 11:59 PM

This assignment will be completed in stages.

Stage 1, Week 5 Due February 7 at 11:59 PM

Choose one of the following issues and write a memo to your instructor about it. ALL THREE SOURCES OF POWER MUST BE INCORPORATED INTO YOUR PAPER: INTERPERSONAL (BOTH POSITION-BASED AND PERSON-BASED); VERTICAL/HIERARCHICAL; AND HORIZONTAL/SITUATIONAL.

1) Assess your power base within your organization. Describe how you typically make use of that power base. Critique your use of your power base. Devise and present a strategy for increasing your power base and more effectively using it.

2) Describe the level of power enjoyed and the sources of that power for the most powerful person in your organization or work unit. Identify the ways in which this person typically uses power. Critique this person’s use of power and his/her power bases. Suggest ways s/he might improve the power bases and their uses.

3) Analyze the status of a person with little "formal" power but who is a very powerful organizational member. Describe the basis for the person's power. Identify the ways in which this person typically uses power. Critique this person's use of power and his/her power bases. Suggest ways s/he might improve the power base and their uses.

ASSIGNMENT
Write a memo to your instructor. In the memo, (1) clearly indicate which issue you have chosen, (2) describe the purpose of your case assignment, (3) use power concepts discussed in the text and in the supporting power point slides (clearly label them using the appropriate power terms), (4) use brief examples to support some of your observations, and (5) use appropriate headings.

FORMAT
Follow the guidelines presented in the Case I assignment.

Stage 2, Week 6 Due February 14 at 11:59 PM

Send a copy of your Case 2 to each of your teammates via bb9 group mail by Tuesday, February 22, 2012 at midnight. Read the cases you receive from your teammates, and prepare a Peer Review for each case. Return the completed Peer Reviews to each teammate by Tuesday, January 31, 2012 at midnight.

Stage 3, Week 7 Due February 28 at 11:59 PM
Review the feedback sent to you by your Peer Review team. Write down any questions or concerns you have about the feedback. THE TEAM MUST THEN FIND A TIME WHEN ALL MEMBERS CAN CHAT ABOUT THE RECEIVED FEEDBACK. You will have time to clarify the feedback you received and the feedback you gave to your teammates during this chat time. The synchronized discussion in real time is essential for your successful completion of this case assignment.

You may revise your Case 2 based on the feedback received in the peer review and the chat room. The final revision of Case 2 with the Peer Reviews you received from your teammates included must be uploaded to the BB9 website by Tuesday, February 28, 2010 AT 11:59 PM.
1. Please give a ONE SENTENCE SUMMARY of the author's purpose for writing this case.

2. Please give a ONE SENTENCE SUMMARY of the author's use of power concepts presented in the readings, lectures, or class discussions.

3. Please give a ONE SENTENCE SUMMARY of the author's critique of his/her (or other's) use of their power bases.

4. Please give a ONE SENTENCE SUMMARY of the author's suggestions for increasing his/her (or other's) power bases.

5. What was the most interesting thing the author said? What makes you think so?

6. Suggestions for improvement or comments (continue on back if necessary).
Dyad Integrated Reading Paper and Presentation Evaluation (100 Points)

Title of IRP__________________________________________

Name of Evaluator_____________________   Date______________________

Describe your communication process. Did you hold face-to-face dyad meetings? Did you engage in e-mail dialogs? What other forms of communication media did you use?

Describe the contributions that you made during your meeting times. How would you rate your performance on a scale from one to ten?

Describe your contributions to the writing of your paper. Describe your contributions to the creation of the power point presentation. How would you rate your performance on a scale from one to ten?

Describe the contributions that your teammate made during your meeting times. How would you rate his/her performance on a scale from one to ten?

Describe your teammate’s contributions to the writing of your paper. Describe your teammate’s contributions to the creation of your power point presentation. How would you rate his/her performance on a scale from one to ten?