Texas A&M University-Corpus Christi  
College of Business  
Course Syllabus  
SPRING, 2013: W, 7-9:30 PM, OCNR 117

I DO NOT ACCEPT ANY LATE WORK. EACH CONTENT PAGE CLOSES WHEN THE WORK FOR THE WEEK HAS BEEN COMPLETED. PLEASE PLAN AHEAD AND PRACTICE GOOD TIME MANAGEMENT SKILLS.

Course Number: MGMT 5320.001  
Course Name: Organizational Behavior and Theory  
Instructor: Karen L. Middleton, Ph.D.  
Office: OCNR 321  
Phone: (361) 825-5533  
Fax: (361) 825-5609  
e-mail: karen.middleton@tamucc.edu  
Office Hours: M 13:30-2 PM; W 3:30-6:45 PM; Online Weeks 1-7 from 8-10 AM Daily; Other times available upon request


Presentation  
Readings: Online at www.rattler.tamucc.edu  
OBM Slides: Online in course content at http://bb9.tamucc.edu  
Prerequisites: MGMT 5310 or equivalent, or PADM 5301

Course Description:  
Organizational Behavior and Theory comprises the study of individual, group, and inter-group 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. Lectures provide coverage of technical material and relevant material not covered in the textbook. Class discussions 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 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>ITEM</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Dyad Integrated Reading Presentation</td>
<td>100</td>
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<tr>
<td>Dyad Integrated Reading Memo</td>
<td>100</td>
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<tr>
<td>Dyad Evaluation</td>
<td>100</td>
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<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>
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<tr>
<td>2 Peer Reviews (75 Points Each)</td>
<td>150</td>
</tr>
<tr>
<td>EXAMINATION 1</td>
<td>100</td>
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<tr>
<td>FINAL EXAMINATION</td>
<td>200</td>
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<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>1045</strong></td>
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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. Students are expected to come to class prepared to participate in class discussions, exercises, and cases. Because the course covers material for which there are no definitive or correct answers, students are required to defend their conclusions and positions using relevant knowledge, and must demonstrate competence both orally and in writing. Effective communication in the form of reports, presentations, and analyses is 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)*, *The Leadership Quarterly (LQ)*, *Journal of Economic Behavior & Organization (JEBO)*, *Psychological Bulletin (PB)*) in conjunction with the major topic areas. Each DYAD will be responsible for an article to review and present to the class. Each DYAD will be responsible for an article to review and present to the class. Each professional presentation is to be approximately 10 minutes in length. Please note: your presentation may be stopped when you have used your allotted time.

You are required to use visuals during your presentation (Power Point is preferred). **Please furnish a copy of your slides to the instructor for grading purposes.** The oral presentation may be followed by a question and answer session of about 5-10 minutes. The write-up should be 2 pages double-spaced. You must provide copies of the written presentation for all class members.

**THINK CRITICALLY!** Both the presentation 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? Articles will be randomly assigned to DYADS by the instructor at the first class meeting. **Please use APA reference format as your title (see Purdue Owl online if you need help with APA reference formats).** You may earn up to 200 points for your integrated reading presentation and memo.

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. You may earn up to 100 points for your evaluation.
Student-Centered Cases
Students will complete three student-centered cases: Problem/Puzzle (Attachment I, 50 points); Individual Processes Analysis Case I (Attachment II, 100 Points); and Power Analysis Case II (Attachment III, 120 Points).. The directions will be discussed in class before the assignment is due.

Cases I and II will be subjected to peer reviews before final submission to the professor. Late student-centered cases will NOT be accepted, resulting in a score of zero (0). 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. PLEASE UPLOAD YOUR CASES ON BB9 BY NOON ON THE DAY YOU EXCHANGE CASES WITH YOUR PEER REVIEW TEAM.

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.

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 and oral feedback at PRT meetings as scheduled in the syllabus calendar (see Peer Review forms on the instructor’s website). All of your teammates’ peer reviews should be attached to your final submission when you turn it in to the instructor for grading. Each set of peer reviews may earn up to 75 points (2 sets = 150 points). Late peer reviews will NOT be accepted, resulting in a score of zero (0). 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.

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.

**Attendance Policy:** Attendance and participation are critical for adequate performance in this course. Therefore, the professor reserves the right to deduct a full letter grade from a student's final grade for EACH absence in excess of two. Additionally, late assignments to Peer Review Team members or to the professor will not be accepted, resulting in the loss of points.

**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](http://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.

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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.

**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 CCH 116.

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.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to go. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 12, 2013 is the last day to drop a class with an automatic grade of “W” this term.

**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>
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<tr>
<th>Topic</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>1.5</td>
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<tr>
<td>Scientific Method</td>
<td>3.0</td>
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<tr>
<td>Globalization, Cultural Influences and Diversity</td>
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<tr>
<td>Employee Motivation</td>
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<td>Managing Groups and Teams</td>
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<td>Leadership Theories and Concepts</td>
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<td>Organizational Structure New and Old</td>
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<td>Effective Decision-Making</td>
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<td>Managing Change</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Examinations</td>
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<td><strong>Total Hours</strong></td>
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<td>DATE</td>
<td>TOPICS</td>
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<tr>
<td>Week 1 1/23</td>
<td>MODULE 1: INDIVIDUAL PROCESSES (Chapters 1-7) Introduction, Overview of the Course Slides: OBM Chapter 1</td>
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<tr>
<td>Week 2 1/30</td>
<td>Slides: OBM Chapter 2</td>
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<td>Week 3 2/6</td>
<td>Slides: OBM Chapter 3</td>
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<td>Week 4 2/13</td>
<td>Slides: OBM Chapter 4 Leadership in Focus</td>
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<td>Week 5 2/20</td>
<td>Slides: OBM Chapter 5 OBM Chapter 6</td>
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| Week 6 | 2/27 | Slides: OBM Chapter 7 | **PRT Meeting #1: CASE 1 EXCHANGE FOR PEER REVIEWS (See Attachment II)**  
**Examination 1 next class**  
Chapter 7: Decision Making and Creativity  
Dyad Presentations:  
6.”Cognitive team diversity and individual team member creativity: A cross-level interaction” (AMJ)  
7.”Are women more sensitive to the decision-making context?” (JEBO)  
8.”Cleaning up the Big Muddy: A meta-analytic review of the determinants of escalation of commitment” (AMJ)  
9.”Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership” (AMJ) |
| --- | --- | --- | --- |
| Week 7 | 3/6 | **EXAMINATION 1 (All chapters in Module I: 1-7)** | **PRT Meeting #2: PEER REVIEW FEEDBACK, CASE I**  
In class only: face time is essential for constructive feedback! |
| 3/11-3/15 | SPRING BREAK | | |
| Week 8 | 3/20 | **MODULE II: INTERPERSONAL PROCESSES** (Chapters 8-12)  
Directions for Case 2 based on Chapter 10 models | CASE I & PEER REVIEWS I DUE AT THE BEGINNING OF CLASS  
Chapter 10: Power and Influence in the Workplace (OUT OF ORDER!)  
Dyad Presentation:  
10.”When do leaders sacrifice? The effects of sense of power and belongingness on leader self-sacrifice” (LQ) |
| Week 9 | 3/27 | Slides: Chapter 8 | **CASE 2 PRT EXCHANGE NEXT CLASS (see Attachment III)**  
Chapter 8: Team Dynamics  
No Dyad Presentations |
| Week 10 | 4/3 | Slides: OBM Chapter 9 | **PRT Meeting #3: CASE 2 EXCHANGE FOR PEER REVIEWS (See Attachment III)**  
Chapter 9: Communicating in Teams and Organizations  
No Dyad Presentations |
| Week 11 | 4/10 | Slides: OBM Chapter 11 | **PRT Meeting #4: CASE II PEER REVIEW FEEDBACK IN CLASS**  
Chapter 11: Conflict and Negotiation in the Workplace  
Dyad Presentation:  
11.”Sex differences in cooperation: A meta-analytic review of social dilemmas” (PB) |
<table>
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<th>Week 12</th>
<th>4/17</th>
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<tbody>
<tr>
<td>Slides: OBM Chapter 12</td>
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<tr>
<td><strong>CASE II &amp; PEER REVIEWS II DUE AT THE BEGINNING OF CLASS</strong></td>
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<tr>
<td>Chapter 12: Leadership in Organizational Settings</td>
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<td>Dyad Presentations:</td>
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<tr>
<td>12.&quot;Leader-follower congruence in proactive personality and work outcomes: The mediating role of leader-member exchange (AMJ)</td>
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<td>13.&quot;Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leadership” (AMJ)</td>
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<td>14.&quot;Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance” (LQ)</td>
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<thead>
<tr>
<th>Week 13</th>
<th>4/24</th>
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<tr>
<td><strong>MODULE III: Organizational Structure and Dynamics</strong> (Chapters 13-15)</td>
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<td>Slides: OBM Chapter 13</td>
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<td>Slides: OBM Chapter 14</td>
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<td>Chapter 13: Organizational Structure</td>
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<td>Chapter 14: Organizational Culture</td>
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<tr>
<td>Dyad Presentation:</td>
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<tr>
<td>15.&quot;Striving for self-verification during organizational entry” (AMJ)</td>
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<tr>
<th>Week 14</th>
<th>5/1</th>
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<tbody>
<tr>
<td>Slides: OBM Chapter 15</td>
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<tr>
<td>Chapter 15: Organizational Change</td>
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<tr>
<td>Dyad Presentation:</td>
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<td>16.&quot;Resources for change: The relationships of organizational inducements and psychological resilience to employees’ attitudes and behaviors toward organizational change” (AMJ)</td>
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| 5/8 |
| **READING DAY** |

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<tr>
<th>Week 115</th>
<th>5/15</th>
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<tr>
<td><strong>FINAL CUMULATIVE EXAMINATION</strong></td>
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On a single page, 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 it. It should be a work-related problem/puzzle that you have not previously solved effectively. 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. Your situation may be chosen to serve as a basis for class discussion. Do not select a situation which you would feel uncomfortable presenting to the class. For example, one of your coworkers may be in this class and you may be concerned that people in your work setting may be informed that you have presented a situation involving them. Then you should describe a problem/puzzle situation from a different setting.

Include the following with the headings:

The Setting
(A brief description of industry, organization and/or department)

The Players
(Keep identity confidential---description of relevant personality characteristics and background are required.)

The Problem/Puzzle
(Summarize key aspects which would enable your instructor and classmates to understand your situation).
OVERVIEW
Choose a behavioral aspect of an individual or group in an organization that you would like to change. Diagnose the situation using the 4 step diagnostic approach (see figure in OBM 1 power point). Devise an action plan, basing it upon your analysis. Feel free to discuss the situation and possible diagnoses and solutions with your classmates, but write up the assignment on your own.

NOTE: Do not use the same issue you used in the problem/puzzle assignment. Choose a new problem/puzzle that has NOT been solved.

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
Follow the following guidelines:

a) use the memo format below
   To:
   From:
   Date:
   Re:

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),
f) use an introductory paragraph, headings and a summary paragraph within each memo, (Headings are titles for subsections of written text. In the text above, the lines containing the words OVERVIEW, ASSIGNMENT, and FORMAT are headings.)
g) staple the completed assignment in the upper left hand corner, and
h) 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).
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.

4) Map the power distribution in your work group, department, or organization. Identify powerful individuals, their sources of power, the patterns of interrelationships, the flows of resources, etc. Diagram the "power terrain" by including a chart which summarizes the relationships among players. Within the chart, circle organizational subgroups. Also, use dotted lines drawn between groups to represent conflict among groups and solid lines to represent positive relations.

**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 lectures (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.
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).
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 oral 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 oral power point presentation. How would you rate his/her performance on a scale from one to ten?