

**Course Syllabus**  
**MGT 307 – Management of Organizations**  
**Fall Semester 2013**

**INSTRUCTOR INFORMATION**

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**TIME / PLACE**

**Semester Dates:** August 24 – December 16, 2013  
**Course Sessions:** Wednesdays, 4:30 – 7:20 PM  
**Classroom/Location:** Broome Library Building, Room # 2330

**COURSE  
DESCRIPTION**

This course is an introduction to the principles, methods and procedures, planning, organizing, leading, and controlling people within organizations. Topics include the history of management thought, organizational culture and design, decision-making, managerial communications, and strategic management.

**COURSE TEXTBOOK**

Author:	McKee, Mary
Text Title:	<i>Management: A Focus on Leaders</i>
Year of publication:	2014
Edition:	2nd
Publisher:	Prentice-Hall
ISBN Number:	9780133077544

## STUDENT COURSE LEARNING OBJECTIVES

At the end of this course students will be expected to:

Student Course Learning Outcomes	Program Learning Goals					
	1. Critical Thinking	2. Oral Communication	3. Written Communication	4. Collaboration	5. Conduct (Ethics)	6. Competency in Discipline
Communicate orally and in writing the fundamentals of management within domestic and global enterprises.		X	X			X
Apply the principles of management and write analysis of cases related to management principles.	X	X	X	X		X
Describe and understand ethical and social issues relating to management in organizations.	X	X	X		X	X
Use critical thinking to formulate and execute management policies, strategies, plans, and procedures.	X	X	X	X		X
Individually and in teams identify, conceptualize, and develop solutions for successful management and organizational issues.	X	X	X	X		X

## TECHNOLOGY REQUIREMENTS AND INFORMATION

CSUCI utilizes Blackboard (myCI) to enhance course learning and achieve the designated student learning outcomes. Technology information for the Blackboard system can be found at the following website: <http://www.csuci.edu/ats/irs/students/index.htm>.

Students participating in this classroom course should download all course information and upload assignments as instructed by the instructor using the Blackboard (myCI) system found here:

(<https://myci.csuci.edu/cas/login?service=https%3a%2f%2fmyci.csuci.edu%2fportal>). If you are new to using myCI, information can be found here: <http://www.csuci.edu/tc/newtoci/index.htm>.

There are a number of ways offered to receive assistance with technical issues:

- Contact the help desk at (805) 437-8552 (or dial extension 8552 from a campus phone)
- E-mail: [helpdesk@csuci.edu](mailto:helpdesk@csuci.edu)
- Visit in person at the Broome Library 1340 (Monday-Thursday: 8:00 AM to 8:00 PM – Friday: 8:00 AM to 5:00 PM – Saturday and Sunday: closed)

Campus wireless connection information can be found here: <http://www.csuci.edu/tc/wireless/index.htm>.

This course will use Microsoft Office software for assignments and presentations. Students should have access to a personal computer at home or on the campus.

Computer virus disclaimer: Any intentional, willful, or reckless transferring of viruses, and the result of an email message or attachment will be considered professional misconduct. CSUCI will not be liable to any affected student for any indirect, special, incidental or consequential damages that may occur because of this type of misconduct by any person.

Information technology policy and regulations information can be found on page two using this link: <http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf>.

For student protection, please take whatever precautions are necessary to safeguard and to back-up all documents and course material. Computer and printer issues are not valid excuses for late assignments.

It is the student's responsibility to understand the assignment(s) given. If a student does not understand what is expected of the assignment, please see the instructor for clarification prior to leaving the class session when the assignment is given. If after class time is not feasible, students must make every effort to contact the instructor through CSUCI email to discuss any assignment clarifications. *Misinformation and/or misunderstanding are not valid excuses for incorrectly submitted assignments.*

## **TEACHING AND METHODOLOGY**

### **Lectures, Discussion, and Other Media**

Class lectures are used to explain and supplement the textbook. All assigned material may not be covered in the lecture and it is the student's responsibility to bring up for discussion any material not completely understood. Students should read the assigned chapter(s) prior to the class lecture session as scheduled in the course syllabus. Various media, such as videos, will also be used to enhance the course material.

### **Textbook Chapter Readings/Homework Assignments/Blackboard Forum Discussion**

Weekly textbook chapter readings and homework should be completed through Blackboard assignments and discussion forum. All assignments and discussion forum work must be completed and submitted using Blackboard on the due date listed on the course syllabus schedule by the beginning of the class session. Emailed or hardcopy assignments will not be accepted.

### **In-Class Examinations**

There will be one mid-term and one final examination in this course that will take place during a class session. Mid-term and final examinations will be given on the dates shown on the course schedule and may include: *true/false, multiple choice, short essay questions, or a combination of these*. These areas may come from the course textbook, class discussions, any supplemental information provided by the instructor class, and so on. All examinations are closed book, however a one-sided, US letter sized page of paper will be allowed for student notes. *No make-up midterm or final exams will be given and the exams cannot be dropped.* A list of chapters and in-class review will be provided for students and any particulars will be discussed in class during the review.

### **In-Class Activities and Exercises (individual and group)**

Activities and exercises, such as case studies, from various places, such as end-of-chapter, or other materials will be used to supplement course learning. At the instructor's discretion some of these activities and/or exercises may be graded. In-class activities and exercises cannot be made up and no extra credit will be provided if a student is absent the day that the graded activity or exercise is given.

## **Group Project/Presentation**

Groups will be formed with 3-4 students (this may be adjusted depending on class size for the semester). Each group will give an oral presentation and submit a project paper. See the section titled *Group Project and Paper* of this syllabus for further details.

## **Individual Class Participation**

Student participation in class is expected for successful completion of this course. Students are expected to have read the assigned textbook chapters and any other materials and have a general idea of what will be discussed during class time and during the lecture.

## **ASSIGNMENTS INFORMATION**

Students will perform professionally and ethically in preparing the work required for this course. Please turn in all assignments, unless otherwise noted, using Microsoft Word (or Microsoft Word compatible software). Please make sure that the appropriate file extension of .doc or .docx (if an alternative compatible software is used, students must save the file in this format prior to submission) are used when uploading and submitting documents.

All assignments will be typed, using Microsoft Word (or compatible software), spell and grammar checked, and proofread prior to submission for grading. Failure to do this, will affect the assignment grade.

Assignments should follow these requirements:

- Use 12-point Times New Roman font, one-inch margins, line spacing double-spaced, and using paragraph indentation (first line hanging) format throughout the document. A paragraph for this course consists of 3-4 sentences.
- Student(s) full name, class section, date, and the name of the assignment should be provided on general assignments at the top right hand side of the page and centered in the middle of a separate cover page for research papers and projects.
- Should reflect standard American English grammar and usage rules.
- Use APA 6<sup>th</sup> style citation documentation on all sources used.

## **Reading Assignments:**

Must be completed prior to the beginning of the class session. Please see course schedule for details.

## **Written Assignments:**

All written assignments (homework or otherwise) are due at the beginning each class session on the date due and each assignment should be submitted according to the guidelines specified in class or on blackboard, unless otherwise specified.

## **Citation Information:**

Citations format for this course will use APA 6<sup>th</sup> guidelines. Information can be found here: <http://www.apastyle.org/learn/index.aspx> or here: <http://owl.english.purdue.edu/owl/resource/560/01/>.

## **BLACKBOARD DISCUSSION FORUM**

For all forum assignment questions, students will provide a response of *minimum* of 150 words (approximately two paragraphs). Using less than the minimum of 150 words will result in loss of points for that discussion forum assignment.

Students will also respond to the post of at least **one** other student—again using the 150-word count. The student’s grade for each discussion board question will be based on their ability to answer the question, use proper grammar and punctuation, and comment on the post of at least **one** other student. *Just agreeing or disagreeing with another student’s response is not enough—make the response meaningful and reflective.*

In order to give students enough time to respond to each other’s posts, students should post their response to the blackboard forum question **no later** than Friday by 5 PM each week. Responses to another student’s post are due prior to the next class session by 4:30 PM on Wednesdays.

For example, all students should have completed their post to the blackboard question by Friday at 5 PM the week the assignment was given, leaving until Wednesday at 4:30 PM the following week, to respond to another students post.

## **GROUP PROJECT AND PRESENTATION**

Each group will form into teams through team-building exercises/discussion and will be expected to work professionally and respectfully with each member of their team. Team members will be expected to participate, research, analyze, write, and orally present on their topic and support each team member accordingly. All students working in teams will be expected to each make an individual contribution to both the group project and paper effort. As members of this group project students will be given the opportunity to apply management concepts in real-time and as such will need to resolve any group conflicts, including a member who is not consistently contributing to the project, making decisions, and so on.

Project Paper: The final and submitted paper will be a *minimum* of 10 pages and a *maximum* of 15 in length in *addition* to title, table of contents, and bibliography pages.

Group Presentation: Teams will give an *oral* PowerPoint presentation to the class and review the contents of the paper topic. The PowerPoint presentation will be 10 minutes in length with five minutes for questions (these times may be adjusted depending on class size for the semester) from class peers and the instructor.

In order to prepare for the above project and presentation, groups/teams will be guided using ongoing *assistive* assignments that deal with teambuilding, brainstorming, outlining, and drafts. Although each *assistive* assignment will not be graded, feedback will be provided, and assistive assignments must be submitted according to their scheduled due dates provided on the group project information link on Blackboard. All group members must participate in and be present for the oral in-class presentation. Further details and specifics on the group project and presentation will be provided on Blackboard.

All sources used for presentations (both text and image) must use the APA 6<sup>th</sup> format specified in the citation information in this syllabus.

## **RESEARCH INFORMATION**

Unless otherwise approved by the instructor in *advance*, all information cited and referenced in this course must come from credible sources that are no more than five (5) years old. Some examples of credible or peer-reviewed sources of information have the following:

- Articles or books are written by specialized field practitioners or scholars in a particular subject.
- Sources are credited in footnotes/endnotes/citations and/or a bibliography/references.
- The articles or books are published by academic presses, professional associations/organizations, and universities. Examples of the numerous credible sources available include (but are not limited to):

➤ *Business Communications Quarterly*

- *Business Economics*
- *Economics Week*
- *International Journal of Management*
- *Journal of Administrative Management*
- *Journal of Business Communication*
- *Journal of Business Ethics*
- *Journal of Management Studies*
- *Journal of Managerial Psychology*
- *Leadership and Organizational Development Journal*
- *The Harvard Business Review,*
- *The Journal of the American Management Association*
- *The Journal of the American Medical Association (JAMA)*
- *Management Communications Quarterly*
- *MIT Sloan Management Review*

One area at student's disposal for credible sources is the CSUCI Broome Library. There are several library databases available for student use that can be found here: <http://www.library.csuci.edu/>.

Please note that sources, such as *Wikipedia*, other free encyclopedias, and any non-credible sources, will **not** be accepted in this course. When in doubt, ask the library/writing center staff or the instructor about credible sources.

### STANDARDS FOR GRADING

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade
>95%	A
90% to 94%	A-
87% to 89%	B+
83% to 86%	B
80% to 82%	B-
77% to 79%	C+
73% to 76%	C
70% to 72%	C-
67% to 69%	D+
63% to 66%	D
60% to 62%	D-
<59%	F

Criteria/Percentage of Grade	Points
Homework Assignments (20%)	100
BlackBoard Discussion Forum (20%)	100
Group Project Paper (20%)	100
Group Project Presentation (10%)	50
Mid-term Examination (10%)	50
Final Examination (20%)	100
<b>Total</b>	<b>500</b>

## DEFINITION OF LETTER GRADES

The following describes the level of performance required to earn each letter grade designation. Beyond these letter grade designations, grades may be modified by plus (+) or minus (-) based on the quality of the student's work. For purposes of this course *quality* is defined as the demonstrated (+) or lack (-) of attention to detail and depth (+), or lack (-) of work in the given assignment.

Grade	Description	Performance Description
A	Outstanding Work	Demonstrates distinctive understanding of the course material. Has mastery of course concepts, tools and techniques, plus a solid understanding of implications, applications, or interrelationships for the course. Has the ability to apply and express understanding with meaningful language—oral and/or written.
B	Very Good Work	Solid understanding of course concepts, tools and techniques, plus a knowledge of or awareness of implications, applications, or interrelationships, as may be appropriate for the course. Capability to converse effectively in the terminology of the course.
C	Good Work	Knowledge of course fundamentals. Basic understanding or awareness of finer points of course and disciplines. Meets normal expectations of course output criteria.
D	Poor Work	Barely grasps the essentials of the course with little or no understanding of the finer course output goals.
F	Unacceptable Work	Unable to communicate an understanding of the basic concepts, tools or techniques of the course. A failure to measure up to the basic course output goals.

Grading rubrics will be provided and made available to students on Blackboard per assignment given and as applicable.

## COURSE POLICIES

### Attendance:

It is extremely important for students to keep up with reading and assignments to extend their understanding of course material. Since the course material builds upon the previous lesson, once lessons are missed, it is easy to fall behind.

Students are highly encouraged to attend all class sessions. Class sessions cannot be made up and will impact a student's course grade, since class lectures and any in-class activities will be missed. In order to fulfill course requirements and support learning outcomes students should make every effort to attend all components of this course.

More information on class attendance may be found on page 16 using this link:

<http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf>

### Participation:

Includes *active learning and listening* in response to contributions made by the instructor, other students, or guests.

Active learning includes, but is not limited to:

- Asking questions about the course material
- Short writing exercises in which students react to lecture material or through mediated debate
- Involvement in complex group exercises in which students apply course material to "real life" situations and/or to new problems

Active listening includes, but is not limited to:

- *Hearing*: Listening attentively to make sure you understand what someone is saying
- *Interpretation*: Confirming your understanding of what you have heard
- *Evaluation*: Asking questions regarding what you have heard
- *Response*: Letting the person know that they have been heard, including the use of non-verbal techniques that show your interest, such as nodding your head

Students are expected to participate in all class and group discussion(s) and seek to reflect professionalism in every aspect of their class participation and interaction. Please respect speakers, peers, and the instructor through non-disruptive behavior (for example, speaking to a classmate while others are speaking, not being punctual and entering the classroom late during an oral presentation or class session, and so on).

### **Class Absence:**

It is the student's responsibility to contact the instructor (by phone for emergencies or email for other unforeseeable reasons) at the earliest possible opportunity in the event of an emergency (with valid documentation presented upon returning to class to the instructor), or other unforeseeable circumstance in which the student is unable to attend a class session.

### **Electronic media:**

Laptops and tablets are allowed in class and encouraged for taking notes. During class, students may also take notes on the student printed PowerPoint slides that may be downloaded from Blackboard prior to class session (typically PowerPoint presentation slides will be available an hour prior to the start of class). If students chose to use a laptop or tablet, it must only be used to take notes for this course. Browsing the Internet, while class is in session, without consent of the instructor, is prohibited. Using class time to work on other course work is prohibited.

Cell phones must be turned **off** before class begins and must be **stored out of sight** for the *entire* class session.

Texting during class is prohibited. Texting or Web surfing during class is unprofessional, disrespectful to course learning, the instructor, and fellow peers.

Email and Blackboard should be checked regularly for class information/communication over the course of the semester. Students should check their CSUCI email (at least 1-2 times per day and at least one hour before class in case of important alerts or announcements) for course updates, schedules changes, reminders, and other pertinent information. This includes checking Blackboard for course and information announcements.

### **Late work:**

Late work for in-class oral presentations, activities, class sessions, or other may not be made up. The course schedule and due dates are provided in advance on this syllabus. Students should plan and manage their time accordingly. No late work will be accepted, no exceptions.

### **Extra Credit:**

Extra credit will neither be assigned nor accepted, beyond extenuating circumstances and may be given at the



sole discretion of the instructor. Extenuating circumstances are considered to be circumstances beyond the student's control and nothing reasonably in the student's power could be done to prevent such an event or causes serious impact on performance that may cause the student to miss or perform less well in her or his coursework than she or he might otherwise have been expected to do.

Examples that would **not** be regarded as extenuating circumstances are (but not limited to):

- Computer failure of student equipment or storage media
- Computer failure of university equipment or storage media
- Transportation problems
- Misreading assignment information and due dates
- Inadequate planning, organization, or time management

Examples of extenuating circumstances are (but are not limited to):

- *Unforeseeable* events that a student had no prior knowledge
- *Unpreventable* events or acts of God that a student could do anything *reasonably* in their power to prevent
- Events expected to have *serious impact* on a student's performance

Many things may have an impact on student performance—a poor night's sleep, minor illness (such as a cough or cold), financial worries, and so on. These often impact performance, but would not be treated as *serious impact*. An example of serious impact on student performance is regarded as a serious personal illness (not a permanent medical condition), but perhaps one that may require hospitalization or other circumstance beyond the student's control.

Students are expected to make *reasonable* plans to take into account commonly occurring circumstances (such as transport or computer problems). In most circumstances, good time management skills, contingency planning, and accountability should eliminate *most* situations.

### **Grade appeals:**

If a student believes that an exam has been misgraded, she or he may submit a written appeal no later than one class session *after* the exam is returned. Attach the relevant exam along with a written explanation of the appeal. The instructor will provide a response to the student through CSUCI email. If there is still a disagreement, arrangements can be made to meet during the instructor's office hours.

## **CONFIDENTIALITY**

One of the cornerstones of this course's learning model is the practical application of theoretical concepts and students are encouraged to share personal and professional experiences as a means to integrate the knowledge through reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. In order to assure that we can have a free and open discussion in which students may elect to discuss company events, policies, and procedures as they apply to the course material. It is expected that each student respect the confidentiality of what classmates are willing to share in the classroom. At the same time students should exercise good judgment in what they choose to share, avoiding non-public, competitive, and/or other sensitive information.

## **ACADEMIC HONESTY**

To use another person's or even ones own ideas (when taken from previous works), words, expressions, or findings in writing without acknowledging the source is to plagiarize. A writer, who does not give appropriate credit when quoting, or even paraphrasing, another's writing is guilty of plagiarism and in violation of academic policy.

Regarding academic honesty, the corporate world of today places significant emphasis on ethics, as does CSUCI and

the Martin V. Smith School of Business and Economics. Suspect papers will be checked carefully and plagiarism will be disciplined appropriately. Please review the current university policy on academic honesty (page 25) and other information using this link: <http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf>.

## **DISABILITY STATEMENT**

CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations. Please discuss approved accommodations with the instructor. For further information use this link: <http://www.csuci.edu/drp/index.htm>.

## **CSUCI's LIBRARY AND WRITING CENTER**

*John Spoor Broome Library* – (805) 437-8409 – <http://www.csuci.edu/academics/advising/tutoring.htm>

The Learning Resource Center offers individual and group tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.

*University Writing Center* – John Spoor Broome Library – (805) 437-8409 – <http://www.csuci.edu/writingcenter/>

At the University Writing Center, trained tutors are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with tutors on an individual basis or in small group sessions with the center's director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

The University Writing Center is open to talk with any student about writing -- whether it's a term paper, lab report, or employment letter. Our writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes and can be as long as an hour.

## **DISCLAIMER**

This syllabus may be modified as necessary to accommodate changing circumstances. Sincere efforts will be made to alert students of the changes that occur in a timely manner through Blackboard announcement or in-class communication.

## OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES

Guest speakers will be announced prior to the class session in which they are to speak or as soon as confirmation becomes available. *The instructor reserves the right to modify the course readings and course schedule as necessary. Students are responsible for any schedule changes announced during class sessions or other channel of communication.*

Dates (2013)	Topic	Assignments
<b>Week 1</b>  <b>August 28</b>	Syllabus Review  Lecture – Chapter 1: Managing and Leading Today: The New Rules	<b>Read:</b> Chapter 10 and review Chapter 1  <b>Assignments:</b> Blackboard Forum assignment #1 and Homework Assignment #1
<b>Week 2</b>  <b>September 4</b>	<span style="background-color: #00ffff;">Group Formation</span>  Lecture – Chapter 10: Teams and Team Building	<b>Read:</b> Chapter 4  <b>Assignments:</b> Blackboard Forum assignment #2 and Homework Assignment #2
<b>Week 3</b>  <b>September 11</b>	Lecture – Chapter 4: Communication: The Key to Resonant Relationships	<b>Read:</b> Chapter 3  <b>Assignments:</b> Blackboard Forum assignment #3 and Homework Assignment #3
<b>Week 4</b>  <b>September 18</b>	Lecture – Chapter 3: Motivation and Meaning	<b>Read:</b> Chapter 6  <b>Assignments:</b> Blackboard Forum assignment #4 and Homework Assignment #4

Dates	Topic	Assignments
<b>Week 5</b> <b>September 25</b>	Lecture – Chapter 6: The Human Side of Planning: Decision Making & Critical Thinking	<b>Read:</b> Chapter 7 <b>No</b> Discussion forum or Homework assignments this week for students to work on completing group project paper.
<b>Week 6</b> <b>October 2</b>	Lecture – Chapter 7: Change: Focus on Adaptability and Resiliency	<p style="text-align: center;"><b>DUE: Group Project Paper</b></p> <b>Read:</b> Chapter 5 No Discussion forum or Homework assignments will be given this week for students to work on completing group project presentation.
<b>Week 7</b> <b>October 9</b>	Lecture – Chapter 5: Planning and Strategy: Bringing the Vision to Life	<p style="text-align: center;"><b>DUE: Group Project PowerPoint Presentations</b>            (after class lecture)</p> <b>No</b> reading, discussion forum or homework Assignments will be given this week for students to study for the final exam. <p style="text-align: center;"><b>Study for Mid-term Exam!</b>  <b>Chapters: 3, 4, 5, 6, 7, and 10</b></p>

Dates	Topic	Assignments
<p><b>Week 8</b></p> <p><b>October 16</b></p>	<p><b>Mid-Term Examination</b></p>	<p><b>Read:</b> Chapter 9</p> <p><b>Assignments:</b> Discussion forum #5 and Homework Assignment #5</p>
<p><b>Week 9</b></p> <p><b>October 23</b></p>	<p>Lecture – Chapter 9: Organizing for a Complex World: Forces Affecting Organizational Structure and Design</p>	<p><b>Read:</b> Chapter 12</p> <p><b>Assignments:</b> Discussion forum #6 and Homework Assignment #6</p>
<p><b>Week 10</b></p> <p><b>October 30</b></p>	<p>Lecture – Chapter 12: Organizational Controls: People, Processes, Quality, and Results</p>	<p><b>Read:</b> Chapter 13</p> <p><b>Assignments:</b> Discussion forum #7 and Homework Assignment #7</p>
<p><b>Week 11</b></p> <p><b>November 6</b></p>	<p>Lecture – Chapter 13: Culture: It's Powerful</p>	<p><b>Read:</b> Chapter 15</p> <p><b>Assignment:</b> Discussion forum #8 and Homework Assignment #8</p>

<p><b>Week 12</b> <b>November 13</b></p>	<p>Lecture – Chapter 15: Sustainability and Corporate Social Responsibility</p>	<p><b>Read:</b> Chapter 14</p> <p><b>Assignments:</b> Discussion forum #9 and Homework Assignment #9</p>
<p><b>Week 13</b> <b>November 20</b></p>	<p>Lecture – Chapter 14: Globalization: Managing Effectively in a Global Economic Environment</p>	<p><b>Read:</b> Chapter 8</p> <p><b>Assignments:</b> Discussion forum #10 and Homework Assignment #10</p>
<p><b>Week 14</b> <b>November 27</b></p>	<p>Lecture – Chapter 8: Workplace Essentials: Creativity, Innovation, and a Spirit of Entrepreneurship</p>	<p><b>Read:</b> Chapter 2 and 16</p>
<p><b>Week 15</b> <b>December 4</b></p>	<p>Lecture – Chapter 2: The Leadership Imperative: It's Up to You</p> <p>AND</p> <p>Lecture – Chapter 16: Managing and Leading for Tomorrow: A Focus on Your Future</p>	<p><b>No</b> reading, discussion forum or homework Assignments will be given this week for students to study for the final exam.</p> <p style="text-align: center;"><b>Study for Final Exam</b> <b>Chapters: 8, 9, 12, 13, 14, and 15</b></p>
<p><b>Week 16</b> <b>December 11</b></p>	<p style="text-align: center;"><b>Final Examination</b></p>	