1. INSTRUCTOR:
William W. Sannwald
E-mail: sannwald@mail.sdsu.edu
Voice Messages: Mgt. Office 619.594.5306 (emergencies)
Appointments: Please schedule appointments via email
Office: SSE 3409

2. BA 624 – ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

BA 624, Organization Behavior and Leadership, is designed to provide you with an overview of behavioral science theory, research, and practice. Organizational behavior, commonly referred to as OB, is an interdisciplinary field dedicated to better understanding and managing people at work. This knowledge is essential for developing the managerial skills needed to effectively manage and lead in today’s competitive environment. This course applies theories of individual behavior, group behavior, and organizational dynamics to solve a host of performance-based problems associated with organizational effectiveness. Five general types of issues will be examined:

1.1. Understanding and managing individual behavior in organizations
1.2. Understanding and managing group and social processes
1.3. Understanding and managing organizational processes and problems
1.4. Understanding how leadership influences an organized group towards achieving its goals
1.5. Understanding and applying ethical behavior in organizations

Academic and practical experience reveal that effective managers possess both a fundamental knowledge of human behavior and a set of practical tools and skills for understanding and managing people and groups within the complex dynamics of organizational life and ethical behavior. This course therefore is a combination of both theoretical reading and practical application. Classes focus on the application of theory and research that prescribe various approaches for managers and organizations to effectively achieve their ethical goals. After taking this course you should be able to apply contemporary knowledge about organizational behavior at work.
MBA Program Goals

MBA students will graduate with:

• A solid foundation in theoretical concepts and managerial skills needed to lead business organizations.
• The ability to analyze environments in which managers make and implement business decisions.
• The skills to formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

BA 624 contributes to these goals through its student learning outcomes. After taking this class you should be able to:

1. Use tools designed to effectively analyze, manage, and understand individuals, groups and organizations
2. Explain the theory and application issues regarding the nature and process of group development and dynamics
3. Explain the challenges of managing human resources in the 21st century
4. Use communication and negotiation skills to relate to others
5. Describe the complexity associated with organizational change
6. Analyze organizational cases and apply appropriate concepts and practices to their solutions
7. Articulate an increased self-awareness regarding their own strengths and weaknesses and plan for their future
8. To understand and apply the principles, values, and standards that guide ethical behaviors in the world of business

3. TEXT AND WEBSITES

• Site for free Colquitt practice quizzes and power point slides. (http://highered.mcgraw-hill.com/sites/0077862562/student_view0/)
• If you purchased Connect, from McGraw Hill the Book URL may be found here. (http://connect.mheducation.com/class/w-sannwald-15f-62401)
• *Harvard Business Cases*: (https://cb.hbsp.harvard.edu/cbmp/access/38122561)
• The *Wall Street Journal* is available at a highly discounted student rate, and is a vital tool for understanding contemporary issues in business, and you should subscribe to the WSJ. Students will receive not only the paper copy delivered to their home or office, but also access to the WSJ Digital copy. Cost is approximately $1/week for 15 weeks, and
4. CLASS FORMAT
Multiple learning methods will be used throughout this course including readings, lectures, exercises, cases, class discussions, videos, and projects. Active participation is essential to the learning process. All students will be expected to have read the assigned material and cases before each class, and participate in class discussions and activities. Because students bring with them a wealth of insight, experiences, and perspectives, participation is an essential feature of the course and your participation is graded. Students should be considerate of each other and treat one another as professional colleagues who deserve respect and consideration. **PLEASE DO NOT USE ELECTRONIC DEVICES DURING CLASS UNLESS REQUIRED FOR AN ASSIGNMENT.**

The readings and cases for the course can be found in the text and in the publisher’s WEB site. They are meant to introduce you to the frameworks and perspectives that we will use to analyze organizations. **Be sure to read and prepare before the class date for which the assigned readings are listed.**

5. STUDENTS WITH DISABILITIES
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

6. GRADING
Your scores on the following assignments will determine your grade:
- Individual Written Business Ethics Case, 10%
- Exams, 50% (2 @ 25%)
- Team End of Chapter Case and Discussion Questions Leadership, 5% (CR/NC)
- Team Leadership Presentation, 10%
- Personal Leadership Development Plan, 10%
- Class Contribution, 7%
- Chapter and Case Quizzes (4 @ 2%), 8%
6.1. Grade Standards are as follow:
- A = 95 and above
- A- = 90 - 94
- B+ = 87 – 89
- B = 84 - 86
- B- = 80 – 83
- C+ = 77 - 79
- C = 70- 76
- D = 60 – 69
- F = 0 - 59

6.2. All grades will be used to distinguish levels of academic achievement. The grade for average graduate achievement in core business courses is a “B” to a “B+”, and class GPA of 3.2 to 3.4 is the norm.

6.3. Out of fairness to other students, no one will be allowed “in and out” privileges during exams (i.e., no leaving the room and returning to continue working on the exam).

6.4. Academic integrity:

I do not expect to encounter academic dishonesty in this class. To decrease the possibility of academic dishonesty occurring, it is worth clarifying its definition. “Presenting others’ work or ideas as your own is a form of academic dishonesty” (for example, copying others’ test answers or plagiarism).

Academic dishonesty or cheating in any form will not be tolerated, and will be dealt with through the appropriate channels. Please feel free to contact me at any time if you have questions about these expectations for academic integrity. Information regarding academic integrity may be found here.
(http://studentaffairs.sdsu.edu/SRR/academics1.html)

I take an extreme view of plagiarism and other forms of cheating; therefore, pay close attention to the following guidelines:
- In general, collaboration of all kinds is very much encouraged, except in writing your individual cases and taking your graded materials
- Use of references with attribution is highly encouraged
- Cheating/plagiarism in any form is a grave offense. It will not be tolerated, and evidence of cheating/plagiarism by a student will result in an automatic “F” as that student’s grade for the seminar. For the University’s formal definition and discussion of plagiarism, refer to the Bulletin of the Graduate Division
7. **SEMINAR POLICIES:**

7.1. Students are expected to behave like considerate, mature human beings

7.2. Please send me an email by the second week of class with a MSW document attached that includes the following information:
   
   7.2.1. Full name and what you prefer to be called
   7.2.2. Recognizable photo embedded in the document
   7.2.3. University where you received your degree and major
   7.2.4. What you hope to learn in organizational behavior
   7.2.5. Three primary strengths
   7.2.6. Three areas where you would like to experience personal development

7.3. Given the class size and the importance of individual participation, I ask that you sit in approximately the same seat throughout the course. Please bring a **desktop nametag** (like an *Avery Tent Card*) to class so that I may give you class participation credit. Print your name in large letters so that everyone in class will know who you are

7.4. **Please turn off and put away all electronic devices during class time.** You do not need to use your computer in class, except for specific assignments or if you use the eBook version of the text

7.5. All reading materials are to be read before they are due to be discussed. Sufficient preparation is a commitment made by each student when he/she chooses to take this seminar, and therefore I feel comfortable calling on anyone to discuss readings and cases. If you have not been able to prepare, please let me know at the beginning of the class.

7.6. Please check Blackboard for announcements and seminar information. You may wish to communicate with other students through Blackboard

7.7. All written assignments should be typewritten and professional in appearance (including being spell-checked). No email submissions of written work in place of typed reports will be accepted

7.8. Please arrive on time. Note that student presentations will start on time even if all team members are not present

7.9. Please inform me if any special circumstances arise for you during the semester. That is, if you are having difficulty in class due to extenuating outside circumstances, please talk to me as soon as possible so we can minimize the effects of these circumstances

7.10. I will be using [Blackboard](http://blackboard.sdsu.edu) – a web-based service, in this course. You will need to access Blackboard to get class announcements, view your grades, obtain copies of the overheads used in class, etc. You were automatically enrolled on the Blackboard site for this class when you registered for the course.
8. CASE AND CLASS CONTRIBUTION:

Your learning in this class will come as much from student participation as it will from the readings and instructor’s knowledge. Class contribution evaluations are based on your contributions to class discussions, case analyses, completion of questionnaires, and active participation in group exercises. The quality of your participation is important for your learning, and the learning of your classmates.

Analyzing cases is a good way to apply the content covered in the book. The course syllabus indicates that we will analyze several cases during the course. Each member of the class is expected to analyze and be prepared to discuss each case.

Your role in a case discussion requires you to not only learn the material contained in your textbook but also to assist in the learning of your classmates. To do so, you should attempt to make a meaningful contribution when you have the floor. Blandly summarizing facts in a case, repeating points made by other students, and/or simply agreeing with your classmate’s arguments does not constitute a meaningful contribution. Try to focus on making comments that pass the “so-what” test. Such comments can range from an insightful interpretation of salient facts in a complex case to providing comments that build on prior discussion and move our thinking forward.

Below is a list of some behaviors and characteristics that will impact your ability to effectively participate and will be considered when making an evaluation of your performance:

- Be a good listener and stay focused in the moment
- Make comments that are relevant to the discussion at hand. Do not take the discussion backward. Try to build on comments made by others
- Use concepts and theories contained in your textbook during the discussion. For example, use a particular theory or model to diagnose a situation and to propose solutions
- Be incisive. Make comments that cut to the core of an issue or problem. Rambling on and on is not the goal. The quality of a comment is valued more than the length of a comment
- Be able to support and defend your solutions/recommendations
- Professionally challenge the ideas that are being expressed if appropriate
- Test new ideas rather than repeat what others are saying. For example, try to avoid repeating case facts without analysis and/or repeat comments already made by someone else. Repeating doesn’t advance the discussion, and it frequently takes it backward. Listening skills are very important in this regard
- Trust your own experiences. The course is designed to give you a theoretical framework for making sense of your everyday work experiences. Draw on your work and personal experiences to interpret material and illustrate your arguments. Equally important, be prepared to reinterpret your experiences in light of new insights gained from the course
- Be aware of your own values and biases. "Where you stand depends on where you sit." Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself)
• Value the contributions of others. There is never a one-best-way to manage, and different people often come to different conclusions about how they would handle a problem. You can learn as much from listening to your classmates as you can from any book.
• Do not be satisfied with shallow analysis and pat answers of your own, your classmates, or your professor. In the interests of saving time and making a point, we often gloss over subtleties: if something does not sound right, then it probably is not right.

A Rubric that I will use to grade your class participation is on BB.

We are all busy people and I know that you may have to miss a class because of some personal or professional reason. I also know that all of you can have a bad day because you didn’t feel well, you weren’t able to prepare for a case or discussion because of your workload, you had a hard time getting called on during the case discussion for whatever reason, or you encountered a personal emergency. Further, some people are hesitant or uncomfortable speaking in public or they may not be well versed in English. Finally, others tend to process information in a slower fashion and may have trouble getting involved in a rapidly moving case discussion. All I ask is that you do your readings, think critically about the issues we will be discussing, and make your best effort to contribute to the class.

9. BUSINESS ETHICS MODULE

The Business Ethics Module is intended to help you to think deeply about the ethics of business and our capitalist system and to provide you with business ethics decision-making tools that you will be expected to apply throughout the rest of your MBA program and in your career. A syllabus for the business ethics segment is located on the course Blackboard site. Exam questions and a written case will be the evaluative tools used for this module.

10. TEAM END OF CHAPTER CASE AND DISCUSSION QUESTION LEADERSHIP:

At the end of each chapter is a case and a set of discussion questions, and each team will present one case to the entire class. Cases allow you to apply OB leadership concepts and theories to a real or simulated business situation. Guidelines for your team case presentation are as follows:
10.1. One written paper (2 pages maximum) is required from each team
10.2. Summarize what is taking place in the case
10.3. Answer all the questions at the end of the case
10.4. Apply OB concepts and theories from the chapter to the case scenario
10.5. Draw parallels to other organizations if possible
10.6. You are encouraged to use presentation software to enhance your presentation
10.7. Your team should make your presentation interactive with the rest of the class and you should prepare questions to simulate class discuss
10.8. Presentations and discussions should last approximately 20 minutes

In addition, your team will be responsible for leading the class discussion of the discussion questions at the end of your assigned chapter. No paperwork is required, but you may want to
display the questions on the video projector using either power point slides or the document camera. This is a Credit/No Credit assignment.

11. TEAM LEADERSHIP PRESENTATION:
The purpose of this assignment is to allow you to work together as a team to analyze a significant leadership concept and present it to class. **You will select your concept from the list of issues found in Section 17 of this syllabus.** Each team is required to locate recent articles related to your topic, and the articles should come from the Harvard Business Review, The Wall Street Journal, Inc., Fast Company, Fortune, Business Week, Forbes, etc., and academic OB journals. Presentations will be graded on their relevance to the class, timeliness, professionalism, quality of presentation, and content. A grading rubric may be found on BB under course documents.

The following guidelines may help in your analysis, but don’t use these suggestions as a rigid formula. Each question is intended to bring out information that may be helpful in analyzing and presenting the concept.

- What is the leadership concept, why is it important, and how does it fit into OB history and theory?
- How does the issue relate to the contemporary workplace?
- What are sub-issues or related issues that merit consideration and discussion?
- Why did your team select the issue and why is it important to you?

The following guidelines should be used in your team presentation:

- Print the scoring rubric on BB, list the title of your presentation and list your team members, and paper clip it to your paper
- Presentations should last approximately 40 minutes
- Your presentation should be interesting, informative, relevant and in good taste
- Creativity and good communications skills are vital to your success
- Please submit an electronic copy of any PP slides to your instructor the night before making your presentation
- Present an abstract of your presentation in a written format of no more than two double spaced pages, and include a bibliography (not part of the 2 pages) of 20 sources you consulted, and at least 10 of the sources must come from journals or articles accessed through the SDSU Love Library or another library
- The written abstract may be in an outline format, and is due when you make your presentation
- The rubric is used in grading your presentation so review it as you prepare your presentation and make sure you cover all the sections in the rubric
- If you wish to give your instructor permission to use your PP slides or paper as a sample for future classes, please attach a letter or email from all the team members granting this permission
12. HARVARD BUSINESS SCHOOL CASES

Six Harvard Business School (HBS) cases will be discussed this semester. The cases will enable you to apply real world applications to OB materials, and the cases may be the subject of class quizzes. Individual cases (audio is optional) may be purchased directly from the HBS here (https://cb.hbsp.harvard.edu/cbmp/access/38122561), and instructions on how to access the site are found in a document on BB under Course Documents.

13. CHAPTER AND CASE QUIZZES

Quizzes are designed to help you think about what you have read or completed (e.g., cases, assessments, or assigned readings) in preparation for that day’s class. If you are not in class or late you will not receive credit for the quiz. I will drop one quiz to account for sickness or other mishaps that may keep you from class.

14. PERSONAL DEVELOPMENT PLAN

Functional expertise is critical for success, but it is not enough if you desire to reach the highest levels within an organization. Research reveals that many managerial careers derail for lack of interpersonal skills and the inability to work with others. Surveys of MBA recruiters also demonstrate that organizations want to hire MBAs who can work within a team, have strong oral and written communication skills, analytical and problem-solving skills, and interpersonal skills. It is very important for all of us to develop our interpersonal skills over the course of our careers. This component of your grade focuses on using the self-assessment surveys and feedback to (1) increase your awareness about yourself along a variety of dimensions that influence your interpersonal skills, managerial style, and emotional intelligence and (2) create a personal development plan. My goal is to help you get started on a path of personal development that will help you achieve your professional goals.

The course syllabus identifies the self-assessments and feedback that you must complete and/or collect.

After you complete the self-assessments and collect and analyze the results, you will write a personal development plan that is based on considering the aggregate of all the information. The report should contain the following three sections and should not be longer than six pages. Provide a Development Plan cover page with your name, the course name and section number and the date. Staple all 7 pages (cover and 6 development plan) together at the top left hand corner of the page.

14.1. Assessment Summary Section. Two single–spaced pages of your report should include a summary of the assessments that were taken:

14.1.1. For each assessment, list the scores you received relative to the norms and interpretations provided in the individual assessment reports (if provided). Assessment information may be best presented in a table and/or chart.
14.1.2. You do not need to turn in the actual assessment reports: they are for your
records, and if you prefer to keep the specific results of certain assessments
confidential that is acceptable
14.1.3. Provide an interpretation of what the results mean to you
14.2. **Analysis Section.** Two single-spaced pages that should answer the following
questions:
14.2.1. What did you learn about yourself?
14.2.2. What are your strengths and weaknesses?
14.2.3. What were your blind spots (i.e., results/findings that surprised you)?
14.2.4. How can your strengths and weaknesses impact:
   14.2.4.1. Your success in the MBA program
   14.2.4.2. Your ability to succeed in your career?
14.2.5. Provide an interpretation of what the results mean to you
14.3. **Developmental Plan Section.** Two single-spaced pages describing your personal
developmental plan based on your analysis of your results
14.4. The total plan and assessments should be no more than six pages
14.5. Answer the assessments as the person you are, and not the person you want to be or the
person I think you should be.

The development plan should be based on considering all the results/findings and your
interpretations. I am looking for specific recommendations (e.g., find and read a specific book
on active listening within the next two months, generate three specific ideas for improving
listening skills based on this book, and implement and evaluate your plan). You should include
how and why such actions will help you in your development.

The final plan is due at the class period stated in the syllabus, and points will be deducted if the
plan is not submitted at the date stated in the syllabus. Please keep in mind that your grade on
this assignment will include an assessment of professionalism. Specifically, I’m looking for
something that has a professional image, good grammar, and no typos. The rubric that I will use
to evaluate your plan is on BB.

15. **EXAMS**

Two exams will be held during the semester. Exams may be either multiple choice or short
answer essay questions, or some combination of both.

The Colquitt Companion Site listed above is a good place to find sample test questions. The site
is referenced in Section 2 of the Syllabus.
16. CLASS SCHEDULE FALL 2015 (may change based on a number of variables including timing of Ethics Presentation)

Table 1: Class Schedule including Meeting, Date, and Activity

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>08-24</td>
<td>Introduction to Organizational Behavior</td>
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<td><strong>Team Formation (9 Teams)</strong></td>
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<td></td>
<td></td>
<td>Chapter 1; *What is Organizational Behavior?</td>
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<td>2</td>
<td>08-31</td>
<td>Business Ethics Module – See Scalet Syllabus</td>
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<td></td>
<td>09-07</td>
<td>LABOR DAY – NO CLASS</td>
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<tr>
<td>3</td>
<td>09-14</td>
<td>Business Ethics Module – See Scalet Syllabus</td>
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<td>4</td>
<td>09-21</td>
<td>Chapter 2; <em>Job Performance</em></td>
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<td>Chapter 3; <em>Organizational Commitment</em></td>
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<td>HBC 1; Martha <em>Rinaldi, Should She Stay or Should She Go?</em></td>
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<td><strong>BUSINESS ETHICS MODULE PAPER DUE</strong></td>
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<td>5</td>
<td>09-28</td>
<td>Chapter 4; <em>Job Satisfaction</em></td>
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<td>Chapter 5; <em>Stress</em></td>
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<td>Team 9 to lead <em>Case</em> discussion Chapter 1; <em>Patagonia</em></td>
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<td>Team 8 to lead <em>Case</em> discussion Chapter 3; <em>Costco</em></td>
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<td>HBC 2; <em>Treadway Tire Company: Job Dissatisfaction</em></td>
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<td>10-05</td>
<td>Chapter 6; <em>Motivation</em></td>
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<td>Chapter 8; <em>Learning and Decision Making</em></td>
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<td>Team 7 to lead <em>Case</em> discussion Chapter 4; <em>Mars</em></td>
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<td>Team 6 to lead <em>Case</em> discussion Chapter 5; <em>Best Buy</em></td>
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<td>7</td>
<td>10-12</td>
<td><strong>Exam 1; Chapters 1-6, 8 and Scalet</strong> (50 MC questions or short answer)</td>
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<td><strong>LAB Period</strong> to Work on Team Leadership Presentation</td>
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<tr>
<td>8</td>
<td>10-19</td>
<td>Chapter 9; <em>Personality and Cultural Values</em></td>
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<td>Chapter 10; <em>Ability</em></td>
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<td>Team 5 to lead <em>Case</em> discussion Chapter 6; <em>Netflix</em></td>
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<td>HBC 3; <em>The Garden Depot</em></td>
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<td>9</td>
<td>10-26</td>
<td>Chapter 11; Teams: <em>Characteristics and Diversity</em></td>
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<td>Chapter 12; Teams: <em>Processes and Communications</em></td>
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<td>Team 4 to lead Case Discussion</td>
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<td>HBC 4; <em>RL Wolfe: Implementing Self-Directed Teams</em></td>
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<td>10</td>
<td>11-02</td>
<td>Chapter 13; <em>Leadership Power and Negotiations</em></td>
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<td>Chapter 14; <em>Leadership Styles and Behaviors</em></td>
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<td>Team 3 to lead <em>Case</em> discussion, Chapter 7; <em>Apple</em></td>
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<td>Team 2 to lead <em>Case</em> discussion Chapter 10; <em>Ideo</em></td>
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<td>HBC 5; <em>Kay Sunderland</em></td>
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<td>11</td>
<td>11-09</td>
<td>Chapter 15; <em>Organizational Design</em></td>
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<td>Chapter 16; <em>Cultivating Organizational Culture</em></td>
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<td>Team 1 to lead <em>Case</em> discussion Chapter 16; <em>Yahoo</em></td>
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<td>HBC 6; <em>Thomas Green: Power, Office Politics and Career</em></td>
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<td>Meeting</td>
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<tr>
<td>12</td>
<td>11-16</td>
<td>Exam 2; Chapters 9 – 16 (50 MC questions or short answer)</td>
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<td>LAB Period: <strong>Prepare for Team Presentations</strong></td>
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<td><strong>PERSONAL DEVELOPMENT PLAN DUE</strong></td>
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<tr>
<td>13</td>
<td>11-23</td>
<td>Team Leadership Presentations 1 - 3</td>
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<tr>
<td>14</td>
<td>11-30</td>
<td>Team Leadership Presentations 4 - 6</td>
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<tr>
<td>15</td>
<td>12-07</td>
<td>Team Leadership Presentations 7– 9</td>
</tr>
<tr>
<td>16</td>
<td>12-14</td>
<td>Make Up (If Necessary)</td>
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</tbody>
</table>

**17. PERSONAL DEVELOPMENT PLAN ASSESSMENT EXERCISES**

17.1. *Introspection*; p. 22
17.2. *Helping*; p. 40
17.3. *Affective Commitment*; p. 68
17.4. *Core Job Characteristics*; p. 110
17.5. *Type A Behavior Pattern*; p. 144
17.6. *The Meaning of Money*; p. 175
17.7. *Trust Propensity*; p. 207
17.8. *Goal Orientation*; p. 252
17.9. *The Big Five*; p. 280
17.10. *Emotional Intelligence*; p. 332
17.11. *Interdependence*; p. 361
17.13. *Political Skill*; p. 440

**18. TEAM LEADERSHIP PRESENTATION TOPICS**

18.1. *Charismatic leadership*
18.2. *Types of leader power and how to use it*
18.3. *Can leadership be taught, and if so, how?*
18.4. *Leader development in organizational settings*
18.5. *Women in leadership roles*
18.6. *Challenges facing diverse leaders*
18.7. *What to do in the first 90 days as a leader*
18.8. *Challenges in changing an organizational culture*
18.9. *How can leaders create and sustain an ethical climate?*
18.10. *The “Big 5” and leader emergence and effectiveness*
18.11. *Leader influence tactics and their effectiveness*
18.12. *Emotional intelligence and leadership*
18.13. *How can a leader’s effectiveness be measured?*
18.14. *Assessing leadership behaviors using multi-rater feedback*
18.15. Career development and pipeline towards leadership
18.16. Organizations that have outstanding talent development programs
18.17. Skills for building personal leadership credibility and influencing others
18.18. Can introverts be great leaders?
18.19. Relationship among leadership, job satisfaction and performance
18.20. Substitutes for leadership
18.21. Leading a global work team
18.22. Collective leadership
18.23. The leader’s role in developing others
18.24. The leader’s role in building high-performance teams
18.25. Impact of organizational culture and leader fit
18.26. Leader-member exchange
18.27. Situational leadership
18.28. The “Darker Side” of leadership
18.29. Root causes of management incompetence