



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**  
Bryan School of Business and Economics

**Course Syllabus: Fall 2013**  
**MBA 715.01: Integrative Business**  
**Bryan Building; Room 128**

**Instructor Information:**

**Lecturer:** Mr. Joseph Erba (Instructor of record)  
**Office:** Bryan #379  
**E-mail:** [jrerba@uncg.edu](mailto:jrerba@uncg.edu)  
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**Office Hours:** Wednesday's 4-6pm and by appointment

Dr. Bill Adams  
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**Required Text & Tools:**

Harvard Business Review Publishing Corporation (2011). *HBR's 10 Must Reads: The Essentials*. Boston, MA: Harvard Business School Publishing. Product #: 13292-PDF-Eng

**Optional Readings:**

*American Colossus..*, Brands, H. W. (2010). New York, NY: Doubleday, a division of Random House, Inc.

*Outliers, The Story of Success*, Malcolm Gladwell, Little, Brown & Co. Publishing, 2011

*Good to Great, Why Some Companies Make the Leap and Others Don't*, Harper Collins Publishing, 2001

*Gallup Leadership Institute (GLI)*; University of Nebraska-Lincoln,  
<http://www.gli.unl.edu/brain.html>

**Catalog Description:**

Introduction to the values, concepts and functions of businesses and organizations. Focus on developing an integrative approach to understanding organizations and the role of businesses in society.

## **STUDENT LEARNING OUTCOMES (SLOs):**

*Upon completing the course, the student should be able to:*

- 1) Identify the role of Bryan Values (sustainability, principled leadership, innovative mindset, and global thought and action) in improving organizations in which you work and communities in which you live.
- 2) Explain why organizations exist and how they function.
- 3) Describe the role of competitive advantage and strategic action within the scope of human development.
- 4) Integrate different aspects and functions of an organization (both large and small).
- 5) Explain the importance of managing and leading in a global economy while remaining responsible to the local particularities (in other words, “glocally”).
- 6) Assess the economic tradeoffs of production and distribution of goods and the provision of services.
- 7) Assess cognitive styles, personality characteristics, stress response strategy, and conflict management styles using psychological instruments.
- 8) Describe the strategic and tactical inter-relationships between the functional areas (such as marketing, finance, operations, human resources, accounting, etc.) in managing and leading an organization.

## **TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:**

Lectures, videos, situational vignettes and guest speaker presentations. The "lecture" sessions will rely on the “Socratic” method to the extent possible. The assignments and assessment mechanisms are described as follows:

### **In-class written exams (SLOs 1, 2, 3, 5, and 6):**

Each in-class written exam (of 90 minutes duration) will include an essay question. The exam content will be drawn from the course readings, vignettes, videos, case analyses, guest speaker presentations, and class discussions. The in-class exams are closed-book, and closed-notes. As a rule, re-examinations will not be held. Absence from the in-class written examinations due to illness, summons to jury duty, or any other compelling reason should be backed by the appropriate documents (e.g., medical certificate, etc.) in order to qualify for a re-examination. If possible, meet/talk with the professor before missing the examination to discuss the circumstances.

### **Business/Organizational Report (SLOs 4 and 8):**

Each student team developed will submit a major, formal report on an organization/business elaborating on the content of the course. Please refer to the Assignments section of Blackboard for a full description of this important team assignment.

**Assignments (SLOs 1, 2, 3, 4, 5, 6, and 8):**

Students are expected to complete assignments associated with the introduction to strategy, marketing, accounting and finance, and operations management as the semester progresses. These assignments relate to guest speaker presentations, readings, and organizational visits (as appropriate).

**Self-Assessment Exercises (SLO 7):**

Students are expected to complete the scheduled assessment tools provided, relating to self-awareness, personality traits, individual and team dynamics, and Kirton Adaptation-Innovation Inventory (KAI). As part of these exercises, students will be judged on their participation and contribution at all the feedback sessions.

**Class Participation and Contribution (SLOs 1, 2, 3, 4, 5, 6, 7, and 8):**

Each student should be prepared for an insightful discussion of all aspects of the material assigned for each class session, be it articles and/or supplementary material. Students should be prepared to answer questions and raise issues when called upon to do so in the class. Students will be evaluated at each session on the quality (not quantity) of their participation/contribution. Class contribution/participation points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, the depth of a student's understanding, and the student's ability to put across ideas with clarity and conviction.

Class attendance alone will not earn a student class participation/contribution credits. However, poor attendance will dramatically reflect in a student's participation/contribution grade. That is, a student cannot participate/contribute if absent from the class. Class contribution will be assessed on how insightful and integrative the comments are. Students are expected to attend out-of-class sessions related to organizational visits (as scheduled) and guest speaker presentations as part of the Bryan MBA program. There is no cost for attending these presentations.

**EVALUATION AND GRADING:**

Grades are based on the following "absolute" scale (i.e., there will not be any "curving").

**GRADING EVALUATION:**

1. Class Participation/Involvement		10%	50 points
2. Course Exams	1 @ 10% 1 @ 15%	25%	125 points
3. Business/Organizational Report	Document 	25%	125 points
	Presentation	10%	50 points

4. Assignments	2 @ 5% each	10%	50 points
5. Self-Assessment exercises/participation/contribution to feedback sessions		20%	100 points
<b>TOTAL AVAILABLE POINTS</b>		<b>100%</b>	<b>500</b>

### ***Grading scale for team-based projects (letter)***

**A**= Excellent: indicates achievement of distinction.

**B** = Good: indicates general achievement superior to the acceptable standard.

**C** = Average: indicates the acceptable standard for meeting the course requirements.

**D** = Poor: indicates unacceptable work. Progress must be made to pass the course.

**F** = Failure: indicates failure to perform to a minimum standard of performance.

***Exams may receive numeric grades. As grades are tallied for the year, they will be finalized in letter grade form, per the chart below:***

A+	98% - 100%	C	73% - 76%
A	93% - 97%	C-	70% - 72%
A-	90% - 92%	D+	67% - 69%
B+	87% - 89%	D	63% - 66%
B	83% - 86%	D-	60% - 62%
B-	80% - 82%	F	Below 60%
C+	77% - 79%		*decimals will be rounded up/down

**Points Scale:** A ≥ 450; A- ≥ 433; B+ ≥ 417; B ≥ 400; B- ≥ 383; C+ ≥ 367; C ≥ 350; F < 350.

### **Performance Monitoring:**

This section applies to any Group Work exercise(s).

In every teaming situation, issues appear. Yet, in today's business environments "knowledge work" has become a key, competitive position. You will be required to work effectively with people of different skill levels, interests and motivations to succeed. As such, you will have the opportunity to do so in this course.

**Peer Evaluations (Exhibit 1):** Each individual in a team will be required to complete a peer evaluation on his/her teammates at the conclusion of the team project. This evaluation will be used to assess an individual's contribution to the project. I expect honest, professional assessments. In the case where a team member receives consistently inferior ratings from his/her

teammates, a person's total project grade will be appropriately reduced. Similarly, consistently superior ratings will be rewarded accordingly.

**The “Trump” effect:** In the case where a team member consistently underperforms during the development stages of the project, action can be taken by the team, in sequential steps, as follows (underperformance includes but it not limited to missing scheduled meetings, not completing agreed-upon assignments in the time required, etc.):

1. Team members meet with the underperformer(s), discuss the issues and clearly delineates the expectations of the team. This meeting is documented and the notes of such are sent to the instructor.
2. If, after a reasonable period of time, determined by the team, performance does not improve, the team can request a meeting with the instructor to discuss the issues at hand. At that time, the instructor will request a meeting with the underperformer(s).
3. After such meeting and a reasonable amount of time to correct the issues has passed, the team will be given the authority to “fire” the under-performer(s), with the approval of the instructor (supporting “just cause”).

**If a student is “fired” from a team, he/she will receive a score of “o” for the project document & presentation. No make-up work is available to counteract this failing.**

### **General:**

#### *ACADEMIC HONOR CODE:*

By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All written work submitted must be original and produced by the student/team for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school's website link: <http://academicintegrity.uncg.edu/complete/>. Violations will be pursued.

Academic Integrity applies to all aspects of MBA715. Please be aware that the following also constitute Integrity Violations in MBA715:

- You may not be in possession of any unauthorized exam or related materials, including old exams.
- No electronic devices are allowed to be on or visible during an exam.
- Signing an attendance sheet for another student and/or failing to attend the entire class is a falsification of your attendance and an academic integrity violation.
- Once an exam begins, you are not allowed to leave for any reason until you have submitted the exam.
- Falsification of any material used in the preparation or development of assignments is a code violation.

The Bryan School of Business and Economics has recently developed and accepted Faculty and Student Guidelines focusing on the expected performance of each. Since these guidelines are new, please take the time to review them. They can be found at the following link:

[http://bae.uncg.edu/assets/faculty\\_student\\_guidelines.pdf](http://bae.uncg.edu/assets/faculty_student_guidelines.pdf).

**Students with Disabilities:** UNCG seeks to comply fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University center, 334-5440, [www.uncg.edu/ods](http://www.uncg.edu/ods).

### ***Communicating:***

For purposes of this course, I will request that you check your personal e-mail (E-Spartan) daily as well as Blackboard for messages and/or assignments.

### ***Inclement Weather:***

UNCG will remain open during adverse weather conditions until and unless the Chancellor makes the administrative decision to postpone/cancel class. Students can obtain details on those decisions by calling the Adverse Weather Line at 336-334-4400 or accessing the website at: [www.uncg.edu/iss/weather.htm](http://www.uncg.edu/iss/weather.htm).

### ***Extra Credit:***

There is no extra credit assignments scheduled for this course. *If* a situation presents itself during the semester, all students will be given equal opportunity to participate.

### **Biographical sketch of Instructor:**

Joseph Erba, Jr. is a full-time faculty member at Bryan School of Business & Economics at UNCG. His current teaching of undergraduate and graduates courses at UNCG focus on the areas of business strategy, leadership and entrepreneurship. During his tenure, he has developed a number of new programs and courses at UNCG, including “Campus Entrepreneurs” which offers students the opportunity to start their own for-profit ventures on campus. His on-going work with the Target Corporation has lead to the formation of the “Target Case Challenge” on campus, now in its fifth year of operation. His service work includes active participation with the UNCG International Programs Committee, serving as faculty advisor and mentor to incoming international students as well as sponsoring and participating in study abroad programs.

Mr. Erba is actively involved with numerous local, regional and national organizations to support and align their interests in UNCG and our students.

Through his teaching, Mr. Erba was the recipient of the Bryan School’s Non-tenured Faculty Teaching Excellence Award in Spring 2011.

Mr. Erba earned a bachelor's (BSBA) and Master's degree (MBA) from Babson College of Wellesley, Massachusetts. During his 30+ years in industry, prior to joining UNCG, he gained experience in a variety of fields including financial services (for which he earned the Chartered Life Underwriter and the Chartered Financial Consultant designations) sales, marketing, operations, distribution, supply-chain management and executive leadership. Among others, he has held the executive leadership position of Vice-President of Order Fulfillment and Supply Chain Management for Steelcase, Inc. the world's largest office furniture manufacturer, as well as President and CEO of two organizations; Revest, Inc. of Atlanta, GA and Brayton International of High Point, N.C.

Retiring from general industry activities in early 2005, Mr. Erba maintains a boutique business consulting practice specializing in strategy development and implementation for small to moderate-sized businesses.

**PEER EVALUATION FORM**

**YOUR NAME:** \_\_\_\_\_

**Team #** \_\_\_\_\_

Assign a number between 1(low quality) and 5 (high quality) for the **quality** of each member's contribution. This includes ideas the individual generated, contributions to developing the strategy, the quality of his or her effort in the overall report, etc. (include yourself). Then:

Assign a number between 1 and 5 for the **quantity** of each member's participation. This includes their ability to meet with the group and the amount of individual contribution to the group effort (include yourself).

<i>Name: List yourself first</i>	<i>Quality Score (1-5)</i>	<i>Quantity Score (1-5)</i>	<i>Total Score</i>
1.			
2.			
3.			
4.			
5.			

After completing this form, write a few sentences on the reverse side describing your perception of each member's involvement, commitment and contribution to the TOTAL case effort. Do this carefully and thoughtfully. The person's grade will depend in part, on your overall evaluation of their performance. Specifically, compare the tasks assigned by the group to each person and his or her execution of these tasks.

**You will not receive a grade for this course until this form is turned in to me.** I will not share this evaluation with ANYONE. Write your name on the form, fold it and turn it in at class.

**Schedule of Assignments:**

Note the instructor reserves the right to change assignments/content with adequate notice to students.

SESSION # & DATE	TOPICS AND ASSIGNMENTS
<p>#1 August 21</p>	<p><b>INTRODUCTION TO INTEGRATIVE BUSINESS</b></p> <ol style="list-style-type: none"> <li>1) Bryan MBA House of “SKUality”</li> <li>2) Purpose and functions of organizations.</li> </ol> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Ch. 6, Management, It’s Not What You Think, Masters of Managing, Mintzberg et al.</li> <li>2. What makes a Leader, D. Goleman, <i>The Essentials</i>.</li> <li>3. How Will You Measure Your Life? Clay Christensen</li> <li>4. Drucker, P. F. (2011). Managing Oneself. <i>The Essentials</i> (pp. 43-62). (Originally published in <i>Harvard Business Review</i>, March-April, 1999: 64-74; and in the HBR Issue on the <i>Best of HBR</i>, January, 2005: 100-109).</li> <li>5. Case: National Envelope Preps Bankruptcy Filing – WSJ 6/10/13</li> </ol>
<p>#2 August 28</p>	<p><b>SELF-AWARENESS AND INDIVIDUAL BEHAVIOR</b></p> <ol style="list-style-type: none"> <li>1. MBTI self-assessment and feedback</li> <li>2. Experiential activity – how personality shows up</li> <li>3. Personality under Stress – “In the Grip”</li> <li>4. Organizational applications – project team implications</li> </ol> <p><b>EMOTIONAL INTELLIGENCE (EI)</b></p> <ol style="list-style-type: none"> <li>1. Self and other awareness – why does it matter?</li> <li>2. Goleman’s EI Theory of Performance</li> </ol> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. “Summary of Grip Behaviors,” New Directions Consulting, Inc., 2010.</li> <li>2. “Resources and Remedies for Grip Behaviors,” New Directions Consulting, Inc., 2010.</li> <li>3. Goleman, D., Boyatzis, R. &amp; McKee, A. (2001), “Primal Leadership: The Hidden Driver of Great Performance” (Originally published in <i>Harvard Business Review</i>, December, 2001; and in the HBR Issue on the <i>Best of HBR on Emotionally Intelligent Leadership</i>, 2004: 31-40.</li> </ol> <p><b>Required Online Assessment:</b> Complete the MBTI assessment at the URLs listed below (copy and paste the URL into your browser). Do this <u>not later than noon on Monday, August 26</u>, in order to receive a printed feedback report in class:</p>

	<ul style="list-style-type: none"> <li>• <b>Evening section:</b>  <a href="http://online.cpp.com/en/CPPLandingPage.aspx?projectId=f4672e76-ac76-40aa-a671-6b959doagau">http://online.cpp.com/en/CPPLandingPage.aspx?projectId=f4672e76-ac76-40aa-a671-6b959doagau</a></li> </ul>
<p>#3 September 4</p>	<p><b>STRATEGY IN ACTION</b></p> <p>Guest Speaker (Chief Executive Officer) and In-class assignment</p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Mintzberg, H. (1994). Rounding out the manager’s job. <i>Sloan Management Review</i>, 36, 11:11-26.</li> <li>2. Gosling, J. &amp; Mintzberg, H. (2003). The five minds of a manager. <i>Harvard Business Review</i>, November: 54-63.</li> <li>3. Ghoshal, S. &amp; Bruch, H. (2004). Reclaim your job. <i>Harvard Business Review</i>, March: 41-45.</li> <li>4. Kotter, J. P. (2011). Leading change: Why transformation efforts fail. <i>The Essentials</i> (pp. 137-152). (Originally published in <i>Harvard Business Review</i>, March-April, 1995: 59-67).</li> </ol> <p><b>Discussion of Readings/Articles:</b></p> <ol style="list-style-type: none"> <li>1. How is performing the work of a manager influenced by personal values as suggested by Mintzberg?</li> <li>2. Why should every manager exhibit the five mindsets in order to perform the managerial work effectively?</li> </ol> <p><b>Assignment #1 (see instructions in the Assignment folder in Blackboard)</b></p>
<p>#4 September 11</p>	<p><b>EXECUTING A PROJECT (INCLUDING EFFECTIVE COMMUNICATION FOR EXECUTION)</b></p> <ol style="list-style-type: none"> <li>1. Discussion of how to analyze business cases with a case example.</li> <li>2. Referencing work in business reports/analyses.</li> <li>3. Introduction to project management</li> </ol> <p><b>Required readings</b></p> <ol style="list-style-type: none"> <li>1. UMASS Boston College of Management (n.d.). <i>Framework for Case Analysis</i>.</li> <li>2. Project management as a process – Chapter 1, <i>Managing Projects Large and Small</i>, Harvard Business School Press (2004).</li> <li>3. Scheduling the work – Chapter 6, <i>Managing Projects Large and Small</i>, Harvard Business School Press (2004).</li> <li>4. <b>Case:</b> Robin Hood – HBS</li> </ol> <ol style="list-style-type: none"> <li>1. What problems does Robin Hood have? What issues need to be</li> </ol>

	<p>addressed?</p> <ol style="list-style-type: none"> <li>2. What strategy would you recommend to Robin Hood to deal with the problems/issues he confronts?</li> <li>3. What action steps would need to be taken to implement the recommended strategy and make it work effectively?</li> </ol> <p><b>Assignment #2 (see Assignments folder in BB)</b></p>
<p>#5 September 18</p>	<p><b>“4 Ps” of MARKETING</b> Guest Speaker (Chief Marketing Officer – TBD) and In-class assignment</p> <p><b>Required readings</b></p> <ol style="list-style-type: none"> <li>1. Marketing Myopia. T. Levitt, P. 153. <i>The Essentials</i></li> <li>2. Rethinking marketing – <i>HBR</i>, Rust, Moorman and Bhalla, Jan-Feb 2010.</li> <li>3. Don't worry about who your customer is. Make something he can "hire" to do a job. <i>Forbes</i> 2003</li> <li>4. Ch. 1, Why Capitalism, Alan Meltzer</li> </ol> <p><b>Case:</b> Brannigan Foods: Strategic Marketing Planning – HBS</p>
<p>#6 September 25</p>	<p><b>LEADING THROUGH CHANGE</b></p> <ol style="list-style-type: none"> <li>1. Change Style Indicator (CSI) self-assessment</li> <li>2. Feedback</li> <li>3. Bridges' Transition Model</li> <li>4. Experiential activities</li> <li>5. Organizational applications – project participation</li> </ol> <p><b>Required readings</b></p> <ol style="list-style-type: none"> <li>1. “Bridges' Transition Model: Guiding People Through Change” at: <a href="http://www.mindtools.com/pages/article/bridges-transition-model.htm">http://www.mindtools.com/pages/article/bridges-transition-model.htm</a></li> <li>2. “Research Summary Number 8: Change Style Indicator and MBTI – Is There a Connection?,” <i>Discovery Learning</i>, March 3, 2003</li> </ol> <p><b>Required Online Assessment:</b> Complete the CSI assessment at the URLs listed below (copy and paste the URL into your browser) no later than 12:00pm, noon on September 23rd, in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> <li>• <b>Evening Section:</b> <a href="https://www.discoverylearning.net/users">https://www.discoverylearning.net/users</a></li> </ul>

<p>#7 October 2</p>	<p><b>STRATEGY AND TACTICS IN OPERATIONS</b></p> <p>Guest Speaker : Mr. Ken Rusterholz, Group Vice President, B/E Aerospace (Visit to B/E Aerospace plant)</p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. Pisano, G.P., &amp; Shih, W. C. (2009). Restoring American competitiveness. <i>Harvard Business Review</i>, July-August: 114-125.</li> <li>2. Kanter, R.M., (2011). Innovation: The Classic Traps. <i>The Essentials</i> (pp. 113-136). (Originally published in <i>Harvard Business Review</i>, November, 2006: 73-83).</li> <li>3. Merrifield, R., Calhoun, J., &amp; Stevens, D. (2008). The next revolution in productivity. <i>Harvard Business Review</i>, June, 73- 80.</li> <li>4. Huckman, R. S. (2009). Are you having trouble keeping your operations focused? <i>Harvard Business Review</i>, September: 91 – 95.</li> </ol>
<p>#8 October 9</p>	<p><b>FUNDAMENTALS OF ACCOUNTING AND FINANCE</b></p> <p>Guest Speaker: Mr. Reade Taylor, Vice Chancellor for Business Affairs, UNCG.</p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. The Income Statement Affects the Balance Sheet, Karen Berman, Joe Knight, and John Case, <i>HBR</i></li> <li>2. Putting the Balanced Scorecard to Work, R. Kaplan and D. Norton, P. 85, <i>The Essentials</i></li> <li>3. 2011-2012 Financial Report of UNCG</li> </ol>
<p>#9 October 16</p>	<p><b>FIRST IN-CLASS EXAMINATION</b></p>
<p>#10 October 23</p>	<p><b>TOOLS, TACTICS, AND STRATEGY</b></p> <p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. Porter, M. (2011). What is strategy? <i>The Essentials</i> (pp. 181-217). (Originally published in <i>Harvard Business Review</i>, November-December, 1996: 61-78).</li> <li>2. Mintzberg, H. (1987). The strategy concept I. <i>California Management Review</i>, Fall: 11- 24.</li> <li>3. Porter M., (1979). How competitive forces shape strategy. <i>Harvard Business Review</i>, March-April: 137-145.</li> <li>4. Porter, M. E. (2008). The five competitive forces the shape</li> </ol>

	<p>strategy. <i>Harvard Business Review</i>, 86(1): 78-92</p> <p>5. Prahalad, C. K., &amp; Hamel, G. (2011). The core competence of the corporation, <i>The Essentials</i> (pp. 219-246). (Originally published in <i>Harvard Business Review</i>, May-June, 1990: 79-91).</p> <p><b>Discussion of Readings/Articles</b></p> <p>1. What's the difference between strategy as described by Mintzberg and that by Porter?</p> <p>2. What's the relationship between the competitive forces and the structure within an industry?</p> <p>3. Case: TBA</p>
<p>#11 October 30</p>	<p><b>AWARENESS OF SELF, OTHERS AND TEAM WORK</b></p> <p>1. Fundamental Interpersonal Relationships Orientation – Behavior (FIRO-B) Assessment</p> <p>2. Feedback</p> <p>3. Tuckman's Model of Teams</p> <p>4. Experiential activity – how our preferences play out in teams</p> <p>5. Organizational applications – project team implications</p> <p><b>Required Readings:</b></p> <p>1. 'Forming, Storming, Norming and Performing: Helping New Teams Perform Effectively, Quickly" at <a href="http://www.mindtools.com/pages/article/newLDR_86.htm">http://www.mindtools.com/pages/article/newLDR_86.htm</a></p> <p><b>Required Online Assessment:</b> Complete the FIRO-B assessment at the URLs listed below (copy and paste the URL into your browser). Do this no later than 12:00pm, noon, October 28<sup>th</sup>, in order to receive a printed feedback report in class:</p> <p><b>Evening Section:</b> <a href="http://online.cpp.com/en/CPPLandingPage.aspx?projectId=a91b6049-4629-45ef-b4c8-ea731ea96bob">http://online.cpp.com/en/CPPLandingPage.aspx?projectId=a91b6049-4629-45ef-b4c8-ea731ea96bob</a></p>
<p>#12 November 6</p>	<p><b>EFFECTIVE MANAGEMENT --- RESPONDING TO CONFLICT</b></p> <p>1. Thomas-Kilmann Conflict Mode Instrument (TKI)</p> <p>2. Feedback</p> <p>3. Task-focused vs. Person-focused Conflict</p> <p>4. Constructive Responses to Conflict</p> <p>5. Organizational applications – project team implications</p> <p>6. Introduction to Career Leader assessment</p>

	<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. "Introduction to the Thomas-Kilmann Conflict Mode Instrument," pp. 1-15, CPP</li> <li>2. "Four Ways to Manage Conflict in the Office," <a href="http://www.theladders.com/career-advice/4-ways-manage-conflict-office">http://www.theladders.com/career-advice/4-ways-manage-conflict-office</a></li> </ol> <p><b>Required Online Assessment:</b> Complete the TKI assessment at the URLs listed below (copy and paste the URL into your browser). Do this no later than noon, on Monday, November 10<sup>th</sup>, in order to receive a printed feedback report in class:</p> <ul style="list-style-type: none"> <li>• <b>Evening Section:</b> <a href="http://online.cpp.com/en/CPPLandingPage.aspx?projectId=df6e47cf-7fce-436e-bc02-849aa0215d5e">http://online.cpp.com/en/CPPLandingPage.aspx?projectId=df6e47cf-7fce-436e-bc02-849aa0215d5e</a></li> </ul>
<p>#13 November 13</p>	<p><b>PRESENTATION OF ORGANIZATION/BUSINESS REPORTS</b></p>
<p>#14 November 20</p>	<p><b>PRESENTATION OF ORGANIZATION/BUSINESS REPORTS</b></p>
<p>#15 December 4</p>	<p><b>SECOND IN-CLASS EXAMINATION</b> <b>7:00 – 10:00 PM</b></p>