REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No.                  LHRD 4568
Title                         Teams and Groups in Organizations

Short Title (≤ 19 characters) TEAMS & GROUPS IN ORGS

Semester Hours of Credit 3

If combination course type, # hrs. of credit for:

Lecture: 3
Lab/Sem/Rec:

Repeat Credit Max. (if repeatable):
Credit hours 3
Graduate Credit? Yes

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture Lab ___ Seminar ___ Recitation ___ Lec/Rec ___ Lec/Sem ___ Lec/Lab ___ Res/Ind ___ Clin/Prac ___ Intern ___

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 30

Grading System: Letter Grade XX Pass/Fail Final Exam:** Yes XX No

***(Attach justification if the proposed course will not hold a final exam during examination week.)***

Course Description:

(Concisely describe statement exactly as you wish it to appear in the General Catalog)

LHRD 4568 Teams and Groups in Organizations (3) An introduction to teams and groups and their structures, processes, and functioning in organizational systems.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes ___ No XX

Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No XX

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 11-29-17 College Faculty Approval Date 3-6-18

Department Chair Signature (date)
Graduate Dean Signature (date)
College Contact E-mail

College Dean Signature (date)
Chair, FS CRC Committee (date)
Academic Affairs Approval (date)
Justification:
LHRD 4568 Teams and Groups in Organizations

The importance of teams and groups in all kinds of organizational systems has become increasingly important. It is therefore essential that human resource development leaders and practitioners understand the structures, processes, and functioning of team and groups. This course provides undergraduate students in the School of Leadership and Human Resource Development with an introduction to teams and groups and their functioning in organizational settings. This course is an integral part the undergraduate program and does not duplicate any other course on the LSU main campus.
LHRD 4568
Teams & Groups in Organizations

Course Description: This undergraduate course provides an introduction to teams and groups and their structures, processes, and functioning in organizational systems.

INSTRUCTOR:
Dr. Tyree Mitchell, Assistant Professor
286 Coates
tyreemitchell@lsu.edu
Office hours: M-TH 10 am to 3 pm

COURSE STRUCTURE
The course uses theory, research, and a variety of experiential activities to help students learn about teams. In-class experiences will supplement assigned readings and lectures. Readings will consist of chapters from the assigned course text and other readings provided by the instructor. In order to be better prepared, it is important that you do all of the required reading BEFORE attending class and to take detailed notes during class. It will be more difficult for you to follow along and participate in class if you have not read the assigned material before class. My best advice is to attend EVERY class, actively participate during class, and read all assigned readings. The Moodle platform will be used to distribute notes, additional readings, homework assignments, and grades along with other helpful information.

EXPECTED LEARNING OUTCOMES
Students will:
• Learn techniques and methods of forming teams.
• Understand various types of group and team compositions utilized in work environments.
• Learn the roles of team members.
• Cross-reference several resources to determine best working dynamics and environments for successful teams and groups.
• Learn the importance of communication within group environments.
• Understand the benefit and importance of working in high-performing teams.
• Work first-hand in a team within the course to develop skills as a contributing team member.

TEXTBOOKS AND OTHER MATERIALS

COURSE REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes &amp; In-Class Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
There will be a midterm and a final exam that assess your mastery of the course material. Exam questions will come from assigned readings, lectures, handouts, videos, and in-class activities. The final exam is not cumulative, but some material presented later in the course builds on information presented earlier. Exams will be multiple choice and/or short answer format. Please see “Make Up Policy” below for questions about making up exams.

**Homework (20%)**

There will be four homework assignments throughout the course. Only your top 3 assignment scores will count towards your grade. In other words, your lowest assignment score will be dropped. Because you are allowed to drop one assignment, you cannot make up assignments that you miss and no late assignments will be accepted under any circumstances. Assignments will be posted 1 week before the due date and will be due at the beginning of class on the due date. All homework assignments must have the following characteristics unless otherwise specified: double-spaced, 1" margins, and 12-point standard font. Additional instructions will be given for each assignment. In addition, points will be deducted if you do not use proper grammar, spelling, and punctuation (see Writing Center section for more information about how you can improve your writing).

**Quizzes and In-Class Activities (10%)**

Each day, students will be expected to participate through a variety of activities, including but not limited to group exercises and pop quizzes. Activities will be graded Pass/Fail. Participation is meant to give students the opportunity to interact with class material in different ways, increasing learning and knowledge retention. If you miss class, you cannot make up the activities and will be receiving a fail for that day.

**Team Presentation (20%)**

Each team will be responsible for presenting one of the topics on the course schedule on the assigned date (see Course Schedule). To prepare for the presentation, teams will research the assigned topic by reading and outlining articles from peer-reviewed journals on the topic. Each member of the team will be responsible for outlining at least one article. Members may need to select additional articles if it is believed that more information is needed in order to cover the topic in a clear and accurate manner. On the assigned date of the presentation, teams will present for 30 minutes and provide an annotated bibliography of the articles used as a basis for the presentation to the class.

The format of the presentation will be up to each team. Presentations may include a lecture using PowerPoint, class handouts, or brief in-class exercises. Presentation grades will be based on ratings by your peers and the course instructor. Specifically, half of your personal grade will be determined based on the average of your group members' ratings of your work as a contributing team member, and the other half will be decided by the instructor based upon the quality of your team's overall presentation and article outlines. Given that the presentations are based on popular topics within the field, a variety of articles may exist pertaining to your team's specific topic. Thus, it is strongly recommended that at least one member of the team schedules a meeting with the course instructor in advance of the presentation to discuss potential articles for the topic.
GENERAL INFORMATION

Attendance
Students are required to attend class. Policy Statement 22 governs what will be accepted as an excused absence in this course. A student is required to notify the instructor in advance of the deadline if the student is unable to complete the assignment by the deadline due to an excuse consistent with Policy Statement 22. In the event of an emergency, a student must notify the instructor within five days and request an extension for any missed assignments. The instructor reserves the right to request documentation before granting approval for a make-up assignment.

Withdrawal from the course
Policy governing withdrawal from the course is consistent with current university regulations.

Makeup Policy
Submission of assignments after the due date is generally not acceptable. If you are unable to take an exam, you must notify me prior to the time that the exam is scheduled, otherwise, your absence will be unexcused and the opportunity to make up the exam will be lost. If you are unable to take an exam for any reason, you must:

(1) Notify me prior to the time that the exam is scheduled
(2) Provide a valid reason for missing the exam. Policy Statement 22 governs what is acceptable as an excused absence in this course. Valid reasons are defined as:
   a. illness of the student that is too severe or contagious for the student to attend class
   b. serious family emergency (e.g., death or major illness of a student’s immediate family member)
   c. special curricular requirements such as judging trips or field trips
   d. court-imposed legal obligations such as subpoenas or jury duty
   e. required participation in military duties
   f. serious weather conditions
   g. religious holidays. See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions.
   h. participation in a university activity that has been authorized by the university to allow the student to miss class (e.g., events for sports teams, musical events)

(3) Provide acceptable documentation of the reason for your absence

Coming to me “after the fact” is unacceptable.

Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students must read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/sac. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students suspected of violating the Code of Student Conduct are referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second
academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense. Please note work from another course or a previous semester will not fulfill graded requirements in this course.

Avoiding Plagiarism
Plagiarism means that you have used the words or ideas of another person as if they were your own. Note that plagiarism has multiple meanings, including the following: (1) turning in a paper written entirely or partially by someone else, (2) using someone else’s ideas without citing that person, (3) copying substantial portions of a text without using quotation marks, and (4) turning in material that you have already turned in for another class as if it were original work. Note that plagiarism constitutes a violation of LSU’s academic integrity policy. For more information on how to avoid plagiarism, please see the “What is Plagiarism and How to Avoid It” document under Student Resources on Moodle.

Special Accommodations
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Students seeking disability-related accommodations are required to register with Disability Services (DS) enabling you to access accommodations and support services to assist your success. DS is located in 115 Johnston Hall. The phone number is 225-578-5919. To receive academic accommodations for this class, please obtain and complete the proper DS forms and submit them to me at the beginning of the semester.

Copyright Notice
All materials generated for this class, which include but are not limited to syllabi, exams, notes, review sheets, and assignments are copyrighted. Because these materials are copyrighted, you do not have the right to copy and/or distribute the documents, unless I expressly grant permission.

Writing Center
Louisiana State University provides writing tutors free of charge to all students of Louisiana State University. Tutors help writers become more confident in their writing abilities and processes by engaging them on their writing projects. Tutors assist during any stage of the writing process from prewriting to drafting to revising. I encourage you to utilize this service for help with your assignments. This service is offered by the Office of Academic Affairs. The outpost is staffed by tutors who are available to meet with all LSU Students on any type of writing project. All sessions are by appointment only. See the website below for more information or to make an appointment.
https://sites01.lsu.edu/wp/cxc/studios/studio151/writing/

Out of Class Expectations
As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three (3) credit hours, you should expect to spend around six (6) hours outside of class each week reading or writing assignments for the class.

Changes to Syllabus
The instructor reserves the right to make changes to the syllabus during the quarter. Any changes will be announced on Moodle. It is the students’ responsibility to be aware of any changes.
**EVALUATION**

The grading scale for this course will be:

- **A+:** 100-97.00%
- **B+:** 89.99-87.00%
- **C+:** 79.99-77.00%
- **D+:** 69.99-67.00%
- **F:** <60.00%

- **A:** 96.99-93.00%
- **B:** 86.99-83.00%
- **C:** 76.99-73.00%
- **D:** 66.99-63.00%
- **A-:** 92.99-90.00%
- **B-:** 82.99-80.00%
- **C-:** 72.99-70.00%
- **D-:** 62.99-60.00%
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Textbook Readings</th>
<th>Team Presentations and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Welcome and Overview&lt;br&gt;Chapter 1: Teams in Organizations: Facts and Myths</td>
<td>Review the course syllabus</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Chapter 2: Performance and Productivity: Team Performance Criteria and Threats to Productivity</td>
<td></td>
</tr>
<tr>
<td>Wk 3</td>
<td>Chapter 3: Rewarding Teamwork: Compensation and Performance Appraisals</td>
<td></td>
</tr>
<tr>
<td>Wk 4</td>
<td>Chapter 4: Designing the Team: Tasks, People, and Processes</td>
<td>Homework #1 due</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Chapter 5: Team Identity, Emotion, and Development</td>
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<tr>
<td>Wk 6</td>
<td>Chapter 6: Sharpening the Team Mind: Communication and Collective Intelligence</td>
<td>Topic: Collective Intelligence</td>
</tr>
<tr>
<td>Wk 7</td>
<td>MIDTERM EXAM</td>
<td></td>
</tr>
<tr>
<td>Wk 8</td>
<td>Chapter 7: Team Decision Making: Pitfalls and Solutions</td>
<td>Homework #2 due</td>
</tr>
<tr>
<td>Wk 9</td>
<td>Chapter 8: Conflict in Teams: Leveraging Differences to Create Opportunity</td>
<td>Topic: Types of Intra-team Conflict&lt;br&gt;Topic: Conflict Management</td>
</tr>
<tr>
<td>Wk 10</td>
<td>Chapter 9: Creativity: Mastering Strategies for High Performance</td>
<td>Topic: Enhancing team creativity and innovation</td>
</tr>
<tr>
<td>Wk 11</td>
<td>Chapter 10: Networking, Social Capital, and Integrating across Teams</td>
<td>Topic: External Roles&lt;br&gt;Topic: Multi-team Systems</td>
</tr>
<tr>
<td>Wk 12</td>
<td>Chapter 11: Leadership: Managing the Paradox</td>
<td>Topic: Gender and Leadership&lt;br&gt;Topic: Team Coaching Homework #3 due</td>
</tr>
<tr>
<td>Wk 13</td>
<td>Chapter 12: Interteam Relations: Balancing Competition and Cooperation</td>
<td>Homework #4 due</td>
</tr>
<tr>
<td>Wk 14</td>
<td>Chapter 13: Teaming Across Distance and Culture</td>
<td>Topic: Communication and Virtual Teams&lt;br&gt;Topic: Multicultural teams</td>
</tr>
<tr>
<td>Wk 15</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
REQUEST FOR **ADDICTION** OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>LHRD 4569</th>
<th>Title</th>
<th>Applied Leadership</th>
</tr>
</thead>
</table>

**Short Title (≤19 characters)**

| A | P | P | L | I | E | D | L | E | A | D | E | R | S | H | I | P |

**Semester Hours of Credit**

| Lecture: XX | Lab/Sem/Rec: ___ |

**Repeat Credit Max. (if repeatable):**

| credit hours | Graduate Credit? | Yes | No |

**Credit will not be given for this course and:**

| Lecture | Lab | Seminar | Recitation | Lec/Rec | Lec/Sem | Lec/Lab | Res/Ind | Clin/Prac | Intern |

**Maximum enrollment per section: (use integer, e.g. 25 not 20-30)**

| 30 |

**Grading System:**

| Letter Grade | Pass/Fail | Final Exam:** | Yes | No | **(Attach justification if the proposed course will not hold a final exam during examination week.)** |

**Course Description:**

*Candidly rewrite statement exactly as you wish it to appear in the General Catalog.*

**LHRD 4569 Applied Leadership (3)** An introduction to the use of communication, influence and persuasion in organizational leadership.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).**

If this course is approved, will additional staff be needed? Yes | No

Will additional space, equipment, special library materials or other major expense be involved? Yes | No

Academic Affairs Approval: ___ (Date)

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**APPROVALS**

| Department Faculty Approval Date | 11/29/17 | College Faculty Approval Date | 2-6-18 |

**Academic Affairs Approval** __ (Date)
Justification: LHRD 4569 Applied Leadership

From a leadership perspective, understanding the process of communication, influence, and persuasion as drivers of organizational change is critical. This course provides undergraduate students in the leadership and human resource development degree program an introduction to the management and use of effective communication in the context of leadership. This course is integral to the development of effective leadership skills in our undergraduate majors. This course does not duplicate any other course on the LSU main campus.
LHRD 4569 Applied Leadership: Will this be a required course or how will this fit in the curriculum?

This course will be a required course in a BS/Organizational Leadership degree program that is currently being developed. It is a critical part of the curriculum because effective communication skills are an important aspect of any leader’s portfolio of skills and experience. Effective leadership in any context requires knowing how to communicate with a broad range of stakeholders, including employees, managers, customers and supporters. Each group may require a different a communication style and message so effective leaders must be able to 1) use a variety of communication media; and 2) adapt the means and message based on the group they are communicating with and the intended outcome. Therefore, this course focuses on the use and development of communication skills as a key component of effective leadership. This course is designed to help students understand what effective communication is, its benefits, and to build skills in listening, verbal and non-verbal communication, and communication to influence and persuade.
LHRD 4569
Applied Leadership

Instructor:
Office:
Office Hours:
Phone number:
Email:

Course Description and Scope

This course is a leadership skills development course focused on the application of positive communication skills in leadership situations. The course examines the use of communication, influence and persuasion in leadership contexts and develops the skills needed to exercise strategic influence when interacting with subordinates, peers, supervisors or others in organizational settings.

By the end of this course, students will be able to:
- Recognize and explain the language and role of communication in the context of leadership.
- Explain the uses of influence, negotiation, and persuasion in the change process.
- Describe different conceptual and practical approaches to communication and negotiation.
- Analyze audiences and identify and employ effective communication, problem-solving, and influence techniques appropriate to a given audience and situation.
- Diagnose communication negotiation problems and develop strategies for overcoming barriers to successful communication, influence, and persuasion.
- Describe how diversity and culture influences communication.
- Manage leadership communications more effectively.

Required Texts


Note: Additional or supplemental readings may assigned throughout the course.

Attendance
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Writing Center

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Changes to Syllabus

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EVALUATION

The grading scale for this course will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97.00%</td>
</tr>
<tr>
<td>A</td>
<td>96.99-93.00%</td>
</tr>
<tr>
<td>A-</td>
<td>92.99-90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87.00%</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>B-</td>
<td>82.99-80.00%</td>
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<tr>
<td>C+</td>
<td>79.99-77.00%</td>
</tr>
<tr>
<td>C</td>
<td>76.99-73.00%</td>
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<tr>
<td>C-</td>
<td>72.99-70.00%</td>
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<tr>
<td>D+</td>
<td>69.99-67.00%</td>
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<tr>
<td>D</td>
<td>66.99-63.00%</td>
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<tr>
<td>D-</td>
<td>62.99-60.00%</td>
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<tr>
<td>F</td>
<td>&lt;60.00%</td>
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</tbody>
</table>

ASSIGNMENTS

1. **Chapter Review Questions (40 pts)**. Chapter Review Questions are assigned for each chapter. Submit responses to the review questions via Moodle no later than 4:29 p.m. on the scheduled class day for which the questions were assigned. There are no exceptions to this rule. Points awarded for the chapter review questions reflect the extent to which the questions are fully answered using material from the text.

2. **Individual Readiness Assurance Tests (RATs) (20 pts)**. Each instructional unit in the course is associated with one or more individual *Readiness Assurance Tests (RATs)*. These are in-class assessments based on assigned readings for a particular class session or instructional unit. The tests are composed of a limited number of multiple-choice and short answer questions designed to assess the extent to which students have a sound understanding of the KEY concepts from the readings. Although there are 7 scheduled RATs, only your 6 highest scores will count toward the final grade (one grade will be dropped). This allows students to miss or do poorly on one RAT without penalty.

3. **Mid-Term (20 points%)** composed of multiple choice and short answer questions covering material studied during the first half of the semester.

4. **Mid-Term (20 points%)** composed of multiple choice and short answer questions covering material studies during the second half of the semester.

POINTS

- 40 Review Questions
- 20 RATs
- 20 Mid-term
- 20 Final Exam

Total: 100
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Textbook Readings</th>
<th>Team Presentations and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>- Welcome and Overview</td>
<td>Review the course syllabus, assignments, and expectations</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 1: Understanding Communication in Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Wk 2</td>
<td>- Barrett Chapters 1 &amp; 2: Leadership Communication</td>
<td>Review questions due Readiness Assurance Test (RAT) 1</td>
</tr>
<tr>
<td></td>
<td>- Gamble &amp; Gamble Chapter 1: Understanding the leader in you</td>
<td></td>
</tr>
<tr>
<td>Wk 3</td>
<td>- Barrett Chapter 3: The Language of Leaders</td>
<td>Review questions due</td>
</tr>
<tr>
<td></td>
<td>- Gamble &amp; Gamble Chapter 2: Understanding the leaders ethical responsibilities</td>
<td></td>
</tr>
<tr>
<td>Wk 4</td>
<td>- Barrett Chapters 12 &amp; 13: Leadership Communications in Organizations</td>
<td>Review questions due RAT 2</td>
</tr>
<tr>
<td></td>
<td>- Gamble &amp; Gamble Chapter 3: Understanding the Leader/Follower relationship</td>
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<td><strong>Unit 2: Developing Communication Skills as a Leader</strong></td>
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<td>- Gamble &amp; Gamble Chapters 4 &amp; 5: Thinking and Perceiving Like a Leader</td>
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<td>- Gamble &amp; Gamble Chapters 6-8: Listening and Communicating</td>
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<td>- Gamble &amp; Gamble Chapter 11: Collaborative Problem Solving</td>
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<td>- Gamble &amp; Gamble Chapter 12: Communication to Inspire and Influence</td>
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<td>• Gamble &amp; Gamble Chapter 13: Valuing Culture and Diversity</td>
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<td>• Gamble &amp; Gamble Chapter 14: Innovation</td>
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<td>• Gamble &amp; Gamble Chapter 15: Using Technology and Social Networking</td>
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