

**MANAGEMENT 309.M02 Human Behavior in Organizations
TTH 11:45 – 1:00 (Fall 07), BC 102**



WARNING! WARNING! WARNING! This Instructor is *passionate* about the subject matter and about the *business of learning*.

TRANSLATION: TO DO WELL IN THIS CLASS YOU MUST ALSO BE PASSIONATE ABOUT LEARNING

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BUS OFC.: 646-1201 – Leave a message with Pam or Renee

OFFICE HOURS: T & TH 8:00 – 10:00 & 1:15 – 2:15
By appointment & whenever you can catch me.

REQUIRED TEXTS AND MATERIALS: Nelson, Debra & Quick, J.C. (2nd ed.).
Class Handouts
Virtual Leader SimuLearn (\$59.95) – due by **TBA**

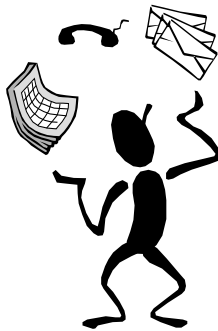
BRIEF DESCRIPTION OF COURSE

This course provides an introductory treatment of a variety of issues dealing with the study of human behavior, attitudes, and performance in organizations. As such, it is interdisciplinary, drawing concepts from sociology, medicine, social and clinical psychology, cultural anthropology, engineering, organizational psychology, and

management. It is not enough to consider only the formal or overt aspects of an organization and its employees (goals, technology, structure, financial resources, skills and abilities). Indeed, it is essential that we also consider the behavioral (covert) aspects of an organization and its employees (attitudes, communication patterns, team processes, personalities, conflict, problem-solving styles).

A heavy emphasis is placed on an **interactionist perspective** towards understanding behavior in organizations. That is, you must understand the *individual* (self and others), the *situation* at hand, the culture/environment both within and outside the organization, and the interactions between all to understand, explain, and influence human behavior.

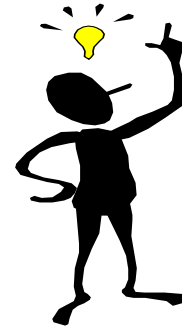
COURSE GOALS



WORK HARD!



HAVE FUN!



LEARN A LOT!

1. **To prove L. Peter and the popular interpretation of his “Peter Principle” wrong--at least in the short term.** The basic interpretation is that in organizations, individuals are always promoted to their highest level of incompetence--one level above where they should be. This occurs because promotions are based on skills used in the job they are being promoted out of--not the job they are promoted into.

Now, based on the premise that all of you will perform technically well in your chosen fields, (after all, the fact that you are here indicates your desire to advance), this class seeks to prepare you to do well at the next level--management--thus proving the “Peter Principle” wrong.

2. **To establish the following concepts as a way of life rather than just vocabulary terms: Appreciation for Diversity, Adaptability, Learning-as-a-life-long-process, open-mindedness, ethical behavior, and an “it depends” (interactionist) perspective.**

3. **To provide you, the student (in exchange for a significant amount of work), knowledge that will be of lasting value throughout your career(s) both in and out of the workplace.**

COURSE OUTCOMES: On satisfactory completion of this course, participants will be able to:

1. Understand the impact of human diversity on managing organizations
2. Carry out managerial planning and problem-solving activities as an individual and in a team in a way that demonstrates responsibility to constituents.
3. Utilize motivational principles in evaluating and developing programs for attaining organizational goals.
4. Utilize motivational and leadership principles in evaluating and developing strategies for attaining organizational goals.

PREREQUISITES

You must each possess a willingness to put forth the effort necessary to do well in this course. If you are unwilling or unable to do so, please feel free to take the course at another time when you are more willing or able to do your part. You must be a business major and have completed your business core courses. Non-majors should be taking Mgt. 315G: Organizational Behavior for non-majors. Additionally, you should have junior standing. Those of you that do not – may find yourself automatically dropped from the course.

COURSE REQUIREMENTS

Attendance:

Attendance (absenteeism and tardiness) is an important part of your overall performance in a job. It is also an important part of this class. This class begins at 11:45 a.m. sharp. Not at 11:45:01. I suggest you plan to arrive early rather than risk being late. **Clock of record is my watch - not your watch, or the hall clock, or the radio, or any other clock.**

Anyone entering the classroom after the Instructor begins is tardy. Whether or not the tardy is excused depends on whether or not you planned to be late. The same principle applies to leaving before the class period ends, and returning late from breaks. Please use the facilities, get your water, and turn off your cell phones **BEFORE** class begins. Arriving late, leaving early, and walking in and out of classroom is disruptive to other students and to the Professor.

Any **un**excused absences or tardies will result in the forfeiture of any attendance bonus points, and will detrimentally affect your participation/responsibility grade.

Excused absences: You have notified me ahead of time that you will be late/absent/leaving early. This is one way you can behaviorally demonstrate your grasp of planning ahead and taking responsibility – both very important aspects of effective management. If you let me and your groups (when applicable) know of absences/lateness ahead of time - you have planned. If you provide a reason "after-the-fact," -- it is an excuse. I do not take excuses. The only unplanned absence/tardy that will be forgiven are University excused absences (documented hospitalization, or proof of a death in the immediate family).

Understandably, circumstances (job & family matters, etc.) may cause you to miss class. However, much learning takes place in the classroom. Therefore, **students are limited to four excused absences throughout the semester (for any reason)** without a negative impact on their grade. More than four missed classes (even when excused) will negatively affect your participation/responsibility grade. Likewise, more than four (4) planned abbreviated class attendances will negatively affect your grade.

Warning: Missing more than (12) classroom **hours for any reason** will result in withdrawal from the course either for cause (medical or other hardship), administrative (Professor drop), or an "F" grade.

Excused absences excuse you (the body) **NOT ANY WORK THAT IS DUE**. Failure to turn in assignments **on time** will result in a loss of participation/responsibility points, and a zero on the assignment. Similarly, an excused absence does not excuse you from obtaining handouts and assignments that you may have missed. **It is your responsibility to find out what you have missed and to make arrangements to obtain any handouts, make-up quizzes, etc.** You may be required to make up a missed class discussion as determined by the Professor (me). This can take many forms – depending on what you missed (paper, presentation, etc.). If you are excused, you must either fax, e-mail, or have someone deliver your work. All work is due at the beginning of class. Therefore, if you arrive to class late, I will not accept your homework.

Classroom demonstrations of your ability to take responsibility for your actions includes being in class when you are supposed to be; minimizing disruptions to the class (arriving late and leaving early); arriving prepared to discuss the readings; and being actively engaged in the learning process during class sessions. You are not actively engaged in the learning process when you are sleeping, doing other work, reading during lectures, talking during presentations, etc. Sleeping is defined as having your eyes closed.

WARNING! Any appeals regarding an unexcused absence, or tardy, or failure to turn in work on time, or complete a quiz/test/assignment correctly must be presented within two class sessions of the occurrence. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider **any** excuse-including University excused absences.

I strongly recommend that you attend all classes for the following worthwhile reasons.

- 1). To establish good habits that will carry over into your job.
- 2). Walking in late, leaving early is disruptive to the class and to the instructor.
- 3). A significant portion of the qwests/exams is derived directly from material presented in the lecture that is **not** in the text. Therefore, attendance is crucial for doing well.
- 4). Because experiential (concrete) learning is more effective than book reading.
- 5). This class draws on the experiences of students as a teaching resource. You cannot learn from others, nor contribute your own unique views and experiences if you are not present.
- 6). To earn bonus points and/or silly but fun prizes.
- 7). To enhance your participation/responsibility grade
- 8). So that you can get the assignments and notes handed out in class without having to come to my office.
- 9). All homework must be turned in before class starts. Once class starts I will not accept late homework FOR ANY REASON, unless it was prearranged with the instructor.
- 10). Qwests are timed and if you arrive late you are still held to the end time.
- 11). You may not make up a missed qwest unless doing so was prearranged with the instructor.
- 12). You may not join a group test if you arrive late.
- 13). You may not make up a missed group test unless doing so was prearranged with the instructor.
- 14). You are a mature, responsible adult who wants value for your money

Absences excuse you (the body) **NOT ANY WORK THAT IS DUE**. Failure to turn in assignments **on time** will result in a loss of participation/responsibility points, and a zero on the assignment. Similarly, being absent does not excuse you from obtaining handouts and assignments that you may have missed. **It is your responsibility to find out what you have missed and to make arrangements to obtain any handouts, assignments, etc.** If you are going to be absent or late, then make sure you fax, e-mail, or have someone deliver your homework. **All work is due before class begins.**

Please use the bathroom before class begins. This class is only 1 hr and 15 min. long. Walking in and out of the class is disruptive and will be reflected on your participation/responsibility grade.

Classroom demonstrations of your ability to take responsibility for your actions includes minimizing disruptions to the class; arriving prepared to discuss the readings; and being actively engaged in the learning process during class sessions. **You are not actively engaged in the learning process when you are sleeping, doing other work, reading during lectures, talking during presentations, asking personal questions on class time, being argumentative, using ANY electronic devices either inside or outside the classroom, and/or walking in and out during class time. Sleeping is defined as having your eyes closed.**

WARNING! Any appeals regarding a missed Qwest, or test, failure to turn in work on time, or complete a qwest/test/assignment correctly must be presented within two class sessions of the occurrence. Be aware that I will ask for proof of a university accepted excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider **any** excuse-including University excused absences.

Homework

Homework will take many forms. Absence does not excuse you from doing the homework or turning it in on time. If you plan to be absent, make sure your homework is not. I will **not** accept late homework unless I have prearranged with you to do so. This includes scores on the Virtual Leader Simulation.

Written English DOES COUNT and can negatively impact your grade. All written assignments are to be typed and double-spaced. All references are to be properly documented (including your text book and lectures).

Exams/Quizzes/Qwests

If you are excused from class during a qwest, I will develop a “special” qwest for you to take before the next class period. Makeup qwests will not include bonus point opportunities. Makeup qwests will be more difficult as the student has more time to prepare for them. If you are not in class when a qwest is given, you will receive a zero on that qwest, unless your absence and a make-up qwest was prearranged with the instructor. You must rearrange to make up any assignment or qwest if you are not going to be in class. If you enter class late and we have begun the qwest – you will only have the remaining time to work on the qwest.

If you are late to class when the group test is given – you will be required to take the test by yourself and will only have whatever time is remaining to do so. If you are absent when a group test is given, you will receive a zero for that test, unless you have prearranged the absence and a makeup exam with the instructor. All group makeup exams will be taken individually.

Qwest (Quiz & Test) questions will come from reading assignments, lectures, and student presentations.

NOTE: Qwests that you are allowed to make up (when prearranged) must be COMPLETED before 10:00 a.m. on the day of the next class meeting. Examples: If you prearrange to miss a qwest on a Tuesday, you must make up the qwest before 10:00 a.m. on Thursday. If you prearranged to miss a qwest on a Thursday, you must make up the qwest before 10:00 a.m. on Tuesday.

Class Participation/responsibility

Class participation or in class discussion is a significant part of your grade. Each student is expected to be an active participant and to give meaningful comments, examples, questions, etc. Your grade on class participation is something you earn via consistent, daily contributions to class discussions. You should make a conscientious effort to attend all classes and always be prepared to contribute to class discussions. Merely **coming to class** is necessary but not sufficient to earn a good participation grade. The bare minimum number of times you are expected to **voluntarily** display your analytical skills by speaking out is 8 (all on separate discussions) and this will be judged as no better than a C-. If necessary, I will call on students (that are not volunteering) to answer questions in order to provide them a chance to earn the minimal D grade.

Note: Merely **speaking** is necessary but not sufficient for earning a good participation grade. Contributions must have substance. I will actively seek volunteers. The opinion(s) of all class members is important to the learning process.

Your responsibility grade is determined by your behaviors. As stated before I expect you to demonstrate your ability to act responsibly. Behaviors assessed include, meeting deadlines, doing assigned work, taking proactive actions, class participation, respect for the values of others, being a responsible team member, risk taking, sleeping in class, doing other work in class, using electronic devices, talking during lectures or presentations, responding with clickers, etc.

NOTE: Personal Electronic devices are not allowed in the classroom. If I see them, it will Negatively impact your grade. If I see them during a Qwest, you will be reported for academic dishonesty which can lead to an “F” grade in the class and withdrawal from the college of business.

Students are encouraged to step outside of their comfort zones, to willingly make mistakes in front of others, and to creatively apply learned concepts.

Hints: I will often ask for opinions or examples (to which there are not necessarily right or wrong answers) – be ready to share your view.

As you read – take notes. Hi-lite what you found interesting in the reading(s) and/or what you have questions on.

Do not use personal electronic devices, read newspapers or other books, do not do homework (for any class) during class time. In other words – be attentive.

Be ready to volunteer for exercises.

Class Photographs: I will be taking your photograph. Doing so:

- Allows me to get to know each of you by your first or nick names

- Assures you and I that the correct participation/responsibility grade is assigned to the right person.
- Aids in my ability to write letters of recommendation for jobs, scholarships, graduate schools, etc. should you ask for one. I have had students call me up to 5 years later for reference letters – hoping that I remember them.
- Photos will only be used in-class for first or nick name identification
- No last names, ID no's, etc. will be attached to the photographs
- Photos are kept in my personal files only and will not be shown to anyone else.

Academic Dishonesty

Any suspected dishonesty (e.g., strained eyeballs) will result in the student taking a different exam under controlled conditions.

Other forms of academic dishonesty, commonly referred to as “cheating,” are subject to the same sanctions as plagiarism. Cheating includes copying the work of others on exams or other graded activities, use of unauthorized materials in completing exams or other graded activities (i.e., “cheat sheets”, unauthorized notes, electronic devices, books, etc.), **assisting others to engage in such activities**, unauthorized possession of exams prior to their administration, and so forth.

NOTE: Individual's allowing or helping others cheat are also cheating and are subject to the same sanctions as the person turning in the work. This includes using someone else's clicker or allowing someone else to use your clicker. **DO NOT ALLOW OTHERS TO READ YOUR WORK** before it is turned in. Whether a student intended to cheat or not, if someone plagiarizes your work – you will both be charged with academic misconduct.

In our program an act of academic misconduct, at a minimum, will lead to an F in the course in which the action occurs. It is more likely that a student will be immediately dismissed from the program.

ANY use of electronic devices is automatically considered cheating. Using a 'clicker' other than your own is considered cheating. Sharing Homework papers is cheating. Plagiarism is cheating. In all cases, you will receive an “F” grade in the class and your name will be submitted for judicial action.

Any determined dishonesty (cheating) will result in a “0” for the exam/qwest and the student's name will be sent to the department for consideration for dismissal from the program, and to the office of the Vice President for Student Affairs for Judicial action.

Plagiarism Defined:

As college students, you are expected to adhere to the highest standards of academic conduct. Any violation of policies and standards in this realm is grounds for discipline, including immediate dismissal from the college and/or university.

Many people are unclear as to the meaning of academic plagiarism, citation, and other such issues. In its most basic form, plagiarism is taking undue credit for the work

of others by implying that it is your own. Plagiarism is academic dishonesty, a form of poor scholarship, and may also involve legal difficulties such as copyright violation.

When standards of conduct are breached by violations such as plagiarism, cheating, non-disclosure or misrepresentation of academic credentials, fabrication of data, or other forms of academic misconduct, the procedures will take effect (see also NMSU Student Code of Conduct & Guidelines for Preparing research papers, thesis or dissertations). The following standards apply:

1. It is academically dishonest
 - a. & often illegal, to present someone else's ideas or writing as your own. Even short phrases or parts of sentences obtained from other sources need to be documented (i.e., with citations, footnotes or end notes, or a reference listing).
 - b. to submit your own previously written work for a current assignment.
 - c. to submit the same written work for more than one class without previous knowledge & permission of the instructors.
 - d. to add your name as a contributor to a paper that you did not help develop (write, research, statistical analysis, etc.). I will not give you credit as a contributor on a paper if your name is not typed on the submission. I will only credit those names that are typed.**
2. Upon request, you must produce your sources & preliminary work (notes, rough drafts, etc.) used to prepare written assignments.
3. Plagiarism of any kind constitutes grounds for failing a course & being terminated from the program and/or university.
4. Plagiarism is not limited to the direct use of lengthy sections of another's words without proper citation and use of quotation marks. You can commit plagiarism by using another author's outline to present a body of knowledge if you don't cite the author's structuring system. If you write an outline that essentially follows someone else's published work, you must cite the source for that outline or structure or plagiarism can be inferred.
5. The most egregious form of plagiarism is to copy, verbatim, large amounts of another's written work, without citation or use of quotation marks. However, paraphrasing by changing a few words is not enough to warrant your claim of authorship, and is also plagiarism. Plagiarism occurs if you substantially rewrite a document, but fail to credit the source for underlying concepts and ideas. Submitting as your own work a paper which someone else wrote for you, whether done by them for pay or as a favor, is also an egregious form of plagiarism.
6. Academic misconduct can also apply to misusing your own previous work. Submitting a paper in a class as original, when it was actually written for and submitted in another class, is academic misconduct. When you write multiple papers on a similar topic, do not re-use sections like literature reviews, even though the source is your own work. An original work is just exactly that, original. This extends to the publication process; your work can only be presented once at a professional meeting, can only be published in one journal, and should never be submitted to more than one conference or journal at the same time. However, guidelines differ across conference disciplines; please check with your advisor before submitting papers.

7. Authorship is also related to questions of academic integrity. As an author, you are responsible for the integrity of your work. Claim authorship only when you are certain that your co-authors uphold the same standards outlined in this policy.

When in doubt, consult academic sources such as the Publication Manual of the American Psychological Association, the Modern Languages Association, and other academic sources. Err in the direction of giving too much credit for the work of others, not of giving too little credit. You can also seek the advice of your course professor, academic advisor, or other faculty. And, always remember that “unintentional” plagiarism is still plagiarism.

Academic writing tends toward much higher standards against plagiarism than typically found in other aspects of life; as a scholar, you are responsible for setting your personal standards as high as possible. Within academe, plagiarism is universally abhorred, and can easily lead to dismissal, or later in your career, can lead to dismissal from a job and become a block to securing a future job. Academic misconduct will not be taken lightly.

In the Management Department at NMSU, we define plagiarism as any act that claims authorship or credit for any form of creative input to a written or presentation work that uses the words, ideas, organization, underlying concepts, or other features of another author’s work, without proper citation and credit being given to the author(s), as well as any sharing of work, or covering for another student (clickers, attendance, simulation scores, etc.).

Group Presentations:

Each group will present. Presentations should be approximately 15 minutes (25 minutes maximum – including exercises). Creativity in presentations is encouraged. Groups may present and/or “act out” the information. You may involve the class in your presentation. Use your imagination. To encourage you, 15 bonus points will be awarded to members of the team giving the “best” presentation as determined by the class.

Presentation groups must provide me with an outline of their presentation including all exercises, videos, etc., one class period before their presentation.

Presentation groups must provide with three multiple choice test questions on the day of the presentation.

Presentations are worth 100 points. Performance appraisals by team members within groups are worth 50 points and will be incorporated into the participation/responsibility grade.

- The grade for the presentations is assigned as follows:
 - 50 points by class members
 - 50 points by the instructor
- Performance appraisals are assigned by group members and will be incorporated into the participation/responsibility grade to provide anonymity and therefore honesty.

- Student groups can and sometimes should fire a non-productive group member. If you are fired from a group you will be required to do an individual presentation, and will take the comprehensive exam alone.
- Firing procedure. At least two group members must bring the complaint to the instructor. The instructor will draw up a contract between the group member and other team members. Failure to perform up to the contract will be grounds for firing that team member.
- ◆ A scoring sheet showing presentation grade categories is forthcoming.
- ◆ Presentation dress is **business attire or costume**.

Virtual Leader Simulation: You will be completing 5 Virtual Leader Scenarios using the SimuLearn software you purchased as part of the course materials. Virtual Leader allows you to assume the role of leader in a simulated environment, and to receive a score on how well you respond to typical leadership situations. It is similar to a videogame, and you can continue to “play” until you master the leadership skills and receive a higher score. Topics include: Setting Expectations and Fostering Creativity, Teambuilding for Performance, 3). Challenging the Status Quo, 4). Finding Common Ground Through Diversity, and 5) Crisis Management. At the end of each scenario you will be required to turn in your scores via e-mail.

Individual VL Grade:

Each scenario is worth a maximum of 56 points. To earn 56 points you must:

- Practice each goal at least 5 times (e.g., 5 attempts at directive leadership, 5 attempts at participative leadership, 5 attempts at delegative leadership) and 5 attempts at Master play.
- Engage in practice sessions at least three different times.
- E-mail practice scores to the Instructor (cchavez@nmsu.edu) **before the beginning of class** on the day that we will discuss that scenario (see Class schedule). **Failure to do so will result in a zero grade for that scenario.**
- Make all scenario Goals (using more practice attempts as necessary).
- Fill out and bring workbook to class.

Those that do the required number of practice sessions but **DO NOT** achieve the scenario goals, will be graded on a sliding scale as determined by class performance.

Those that **DO** achieve scenario goals, but do not engage in at least 5 practice sessions per goal, will also be graded on a sliding scale as determined by class performance. The simulation is based on the premise that we become stronger as we practice and recognizes that we are sometimes lucky. The ability to repeat the performance indicates learning, while an inability to repeat the performance indicates luck. Grades assess learning – not luck.

Team VL Grade: is worth 100 points.

At the end of the semester, each team will turn in a “Lessons Learned” paper that ties the simulation to concepts learned in the classroom.

NOTE: WRITTEN ENGLISH DOES COUNT AND WILL BE GRADED ON A 0 – 10 PT. SCALE within the total 100 points.

NOTE: THERE WILL BE AN AUTOMATIC 10-PT. DEDUCTION FOR NOT PROPERLY USING REFERENCES ACCORDING TO EITHER APA OR MLA GUIDELINES. This includes referencing outside reading as well as your text, class handouts, and class lectures.

Grade Appeals: Procedures for grade appeals are on page 20, under academic appeals, in the 2007-08 catalog. Be aware that there are deadlines for appealing grades.

WARNING: Any appeals regarding failure to turn in work on time, or complete a qwest/test/assignment correctly, or regarding an assignment grade must be presented to the Instructor within two class sessions of the occurrence. Be aware that I will ask for proof of an excuse. Remember that you have two class sessions to make an appeal. After that, I will not consider **any** excuses-including University excused absences.

Students with Disabilities:

If you have, or believe you have, a disability and would benefit from any accommodation(s), Call the Coordinator of Services for Students with Disabilities at 505.646.6840 regarding student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially. If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first 2 weeks of classes. It will be your responsibility to inform either your instructor or SSD representative (in a timely manner) if the services/accommodations provided are not meeting your needs. If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with the instructor.

Employee Relations:

Call the Director of Institutional Equity at 505.646.3635 with any questions you may have about NMSU's Non-Discrimination Policy & complaints of discrimination, including sexual harassment.

Extra Credit/Bonus Points

These points are **not** needed to do well in this class. They are being used to encourage specific behaviors, as motivation for those that wish to excel, and as “just in case” points. The nature of the points is such that they must be planned for. Earn them now, “just in case” you need them later. **You cannot make up bonus points. If you are not present when they are given, you forfeit your chance at those bonus points.**

DO NOT COME TO ME AT THE END OF THE SEMESTER AND ASK TO DO EXTRA CREDIT. TAKE ADVANTAGE OF THE OPPORTUNITIES AS THEY ARE PRESENTED.

15 bonus points best group presentation.

5 bonus points each week for the highest 3 master scores on the Virtual Leader simulation (max. 25 bonus points).

5 bonus points for highest score in any category of presentation scores. **Note**, you can not get both best presentation bonus points and individual category bonus points.

? **Determined at Instructor discretion.** Spontaneous bonus point opportunities will be offered during the semester. Only those students present have a chance to earn them. Bonus points cannot be made up even when the absence was excused.

Grade Distribution

Individual Qwests	300 points	32% (5 @ 60 pts. ea.)
Group Presentations	100 points	10%
Student Performance Appraisals	50 points	5%
Class participation/Responsibility	100 points	10%
Virtual Leader Practice	250 points	28% (5 @ 56 pts. ea.)
VLTeam: Lessons Learned Paper	100 points	10%
Group Comprehensive Exam	100 points	10%
	1000 points	100%

GRADES (1,000 point maximum)

929.6 - 1000	A	769.6 – 799.5	C+	599.5 or less	F
899.6 - 929.5	A -	729.6 – 769.5	C		
869.5 - 899.5	B+	699.6 – 729.5	C-		
829.6 - 869.6	B	669.6 – 699.5	D+	699.6 or higher =	S
799.6 – 829.5	B-	629.6 – 669.5	D		
		599.6 – 629.5	D-	699.5 or less =	U

NOTE: AT THIS POINT EACH STUDENT HAS ZERO (0) POINTS – I DO NOT TAKE POINTS AWAY – RATHER YOU EARN THEM. THE POINTS TRANSLATE INTO GRADES – THE GRADES THAT YOU EARN.



LET'S GO FOR IT!

Tentative Schedule – Mgt. 309.05, Fall 07
8/20/07

<u>Date</u>	<u>Readings due</u>	<u>Assign. Due (me)</u>
TH – 8/23		
TU – 8/28	Syllabus Chapt. 1: Organizational Behavior in Changing Times	Turn in Learning Style Inventory, Pg. 18
TH – 8/30	Chapt. 2: Organizations and Managerial Challenges in the 21 st Century.	
TU – 9/4	Chapt. 3: Personality, Perception, & Attribution	
TH – 9/6		
TU – 9/11		
TH – 9/13		Ind. Qwest 1
TU – 9/18		
TH – 9/20		
TU – 9/25		
TH – 9/27		
TU – 10/2		Ind. Qwest 2 Scenario 1 Virtual Ldr.
TH – 10/4		
TU – 10/9		
TH – 10/11		
TU – 10/16		Scenario 2 Virtual Ldr.
TH – 10/18		Ind. Qwest 3
TU – 10/23		
TH – 10/25		

TU – 10/30		Scenario 3 Virtual Ldr.
TH – 11/1		
TU – 11/6		
TH – 11/8		
TU – 11/13		Ind. Qwest 4 Scenario 4 Virtual Ldr.
TH – 11/15		
11/19 – 11/23	Thanksgiving Holiday	
TU – 11/27		
TH – 11/29		Scenario 5 Virtual Ldr.
TU – 12/4		Indv. Qwest 5
TH – 12/6		Comp. Grp Exam Team Paper Virtual Ldr. Team Perm. Appraisals
TH – 12/11 10:30 – 12:30	Final Exam	BP Qz. Team Discussions (Fdbk) BP Announcements
FR – 12/13	“Whine” and Cheese Day	