

MGT 503.M70 Organizational Behavior & Management Processes/WSMR

January 23, 2007 through May 8, 2007

Tuesday 6:00pm–8:30pm

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You will need access to WebCT via NMSU email. Activate your NMSU email account at https://accounts.nmsu.edu/~aams/register/		

Prerequisites: Successful admission to MBA program, Basic Skills in all Windows Professional Office Programs. Additionally, 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.

Texts & Articles:

- Becoming a Master Manager: A Competency Framework, 4th Edition, by Quinn, Faerman, Thompson & McGrath, published by Wiley, ISBN: 0-470-05077-2 (Quinn et al)

The course is **an entry level for graduate level students interested in management and administration**, and although the primary focus will be on business organizations, there will be much of the course content that is also relevant for those students interested in managing non-profit organizations, government agencies, NGOs, and other forms of human organizations. Ideas will be presented and students are expected to be advanced enough to transform those ideas into ones appropriate for their current work environment. . Students are also expected to be able to take their working conditions and present them in a "general" fashion to allow them to discuss in non-secured areas processes and relationships that occur in secured areas. This will allow students to obtain the greatest benefit from the exercises. If you are not at this stage, let me know and you can drop this course and take an undergraduate management course and then re-enroll in this course

Objectives: By the end of this class, the student will

- Understand organizational processes, barriers to effective organizing, what excellent management & leadership are, and how to determine future needed skills.
- Understand why some things work only once and others work time and again.
- Understand what his-or-her own skill levels are in critical management skill areas
- Develop a personal improvement plan to continue to improve in those areas.
- Gain an in-depth understanding in one or more areas of high performance organization management.
- Practice self-managed team skills needed in high performance organizations.

Procedures/Learning Orientation of this Course: A small portion of this class can be adequately learned by traditional academic methods of reading, discussion, lecture and exam. The mass majority of this class is the personal development of leadership and management skills that only comes by active doing. Thus a small portion of this class will be in the traditional format (about 15% of our time together), another portion will be in the sharing of experiences done outside of class time (about 15% of our time together), the remaining portion of our time will be spent in doing structured experiential exercises, unstructured in class work on projects, reports on our efforts, and peer feedback (70% of our time together).

Please note that this class closely follows the word of thumb admonition of “ for every hour inside of class expect 3 to 5 hours of work outside of class” . A traditional three unit course assumes three class hours of class per week, ... expect to spend 9 to 15 hours of outside of class work for this class. – HMMMM... how are we going to do this when you also work full time? Answer: (sarcastically) Who needs sleep anyway? Real Answer: We will work hard, play hard and it doesn’ t hurt if you can read fast.

Cheating: Cheating will not be tolerated. Punishment for those caught cheating will be an “ F” in the course. The person will also be subject to further sanctions as indicated in the student code of conduct. Cheating includes unprofessional behavior when taking quizzes or exams on your own. You are expected to take such exams on your own without notes or referring to the text. Quizzes will be unproctored (you are on your honor to take them on your own). Exams will be proctored.

Earning of Grade Points and Grades: Students may earn grade points as indicated on the following table. Letter grades are based on total grade points earned as indicated in the “ Grades” column of the table. Grade points earned are rounded to the nearest integer. The link between grade point categories and the class objectives are provided.

Evaluation		Grades
Basic Understanding of Vocabulary & Tools (obj. 1, 2, 3 & 6) → 475 points		A
Article & Chapter Quizzes	100 points	900-1000
Notebook: Part 2 -- Text Chapter Competency Worksheets	100 points	
Article Presentations & Questions	75 points	B
Exam 1 (over Articles & Text)	100 points	
Exam 2 (over Articles & Text)	100 points	
Demonstration of Basic Integration & Application Skills (obj. 4, 5) → 800 points		800-899
Individual Research Paper Report	150 points	C
Individual Research Paper Presentation	50 points	
Notebook: Part 1 -- Individual Development Plan	100 points	
Demonstration of Advanced Integration & Application Skills (obj. 5, 6) → 225 points		D
Team Research Paper Report	150 points	600-699
Team Research Paper Presentation	50 points	F
Team Peer Evaluations	25 points	
		<600

Schedule & Planning Information: A tentative course schedule is presented in the table below. This schedule is subject to changes and will be updated on-line. Students are responsible for checking the on-line version for the most recent updates.

All things indicated DUE must be electronically submitted before the start of class on that day.

Submissions include posting your work to Web-CT, sending me email or taking a quiz on-line.

Course Schedule		
Date	Topics	Points Possible to Date <i>Cumulative Possible</i>
Jan	23	Welcome; Introduction to Course & Web-CT; Lecture on Chapter 1 in Quinn et al.; Skill Assessment on-line, Critical Thinking Exercise; Sign up for Articles. (if time-- Practice Article Reading & Writing-up, Articles A, B & C)
	30	Mini Lectures: Ch 9; Assigned Broker Role; Articles: 22, 23 & 24; Put in Notebook: Quiz & Worksheets for Chapters 1 & 9, and results from CVF questionnaire Skill Assessment ;
		75 points (presenters only) 20 Points for Quizzes (all) 20/95

		Article Presentations & PowerPoint Handouts: 22-24	
Feb	06	Mini Lectures: CVF, CFL & Ch 8: Assigned Innovator Role; Articles: 19, 20 & 21; Put in Notebook: Quiz & Worksheets for Chapter 8 & Articles 22, 23 & 24 CFL & Conation Questionnaires. Article Presentations & PowerPoint Handouts: 19-21	75 points (presenters only) 10 Points for Quizzes (all) 30/105
	13	Mini Lectures: Ch 2; All Mentor Role; Articles: 1, 2, & 3 ; Put in Notebook: Worksheets for Chapters 1 & 2 and first quiz for Chapter 2.& Articles 19, 20 & 21 Article Presentations & PowerPoint Handouts: 1-3	75 points (presenters only) 10 Points for Quizzes (all) 40/115
	20	Mini Lectures: Ch 3; Assigned Facilitator Role; Articles: 4, 5, & 6; Put in Notebook: Quiz & Worksheets for Chapter 3; Quizzes for Articles 1, 2 & 3. Article Presentations & PowerPoint Handouts: 4-6 NOTE: Quiz/Worksheets for Articles 4, 5 & 6 are due by Sunday, February 25 at 23:55pm.	75 points (presenters only) 10 Points for Quizzes (all) 50/125
Feb 1st Exam	27	EXAM 1 in Class	100 points (all) 150/225
Mar	06	Mini Lectures: Ch 4: Assigned Monitor Role; Articles: 7, 8 & 9; Put in Notebook: Quiz & Worksheets for Chapter 4 ; Quiz/Worksheets for Articles 4, 5 & 6. Article Presentations & PowerPoint Handouts: 7-9	75 points (presenters only) 10 Points for Quizzes (all) 160/235
	13	Networking Session 1:Form Teams, Plan Paper (virtual presentations & Group Assignments) Post your Individual Research Papers & PowerPoint Presentations (via Web-CT) by 23:55pm on March 11, Sunday night. “ Ind. Research Paper Fair” via Web-CT (bulletin area) and Chat Room Assignments: Put in Notebook: Your PowerPoint Presentation & Copy of Your research Paper. Email in Web-CT a digital copy of your research paper to Dr. Black & TA. Web-CT NOTEBOOK HAS MIDTERM CHECK & FEEDBACK	150 points Paper (all) 50 Points PowerPoint & Chat Room (all) 50 Points Notebook Interim Check 410/485
	20	Spring Break No Class	
Mar	27	Mini Lectures: Ch 5; Assigned Coordinator Role; Articles: 10, 11 & 12; Put in Notebook: Quiz & Worksheets for Chapter 5; Article Presentations& PowerPoint Handouts: 10-12	75 points (presenters only) 10 Points for Quizzes (all) 420/495
April	3	Mini Lectures: Ch 6; Assigned Director Role; Articles: 13, 14 & 15; Sign Up for Virtual Networking Session for Team Papers/ Random drawing for team papers.	75 points (presenters only) 10 Points for Quizzes (all) 430/505

		Put in Notebook: Quiz & Worksheets for Chapter 6; Article Presentations & PowerPoint Handouts: 13-15;	
	10	Mini Lectures: Ch 7: Assigned Producer Role; Articles: 16, 17 & 18; Put in Notebook: Quiz & Worksheets for Chapter 7; Articles Quiz/Worksheets for Articles 13, 14 & 15. Article Presentations & PowerPoint Handouts: 16-18	75 points (presenters only) 10 Points for Quizzes (all) 515/515
	17	Mini Lectures: Integration & Road to Mastery; Skill Re-Assessment on-line; Put in Notebook: Re-Assessment of CVF; Quiz & Worksheets for Chapter 10 & Quizzes/Worksheets: 16, 17 & 18;	10 Points for Quizzes (all) 525
April 2nd Exam	24	EXAM 2 in Class	100 points (all) 625
May	1	Work Day for Presentations Web-CT Notebook Deadline: Post Individual Development Plan; Email Team Research Reports:	200 points for notebook (all-- Should be developed over term) 150 points for Team Research Papers (all) 925
	8	Networking Session 2: Research Field Day Presentations: Team Evaluations;	50 points for presentations (all) 25 Peer Evaluations 1000

Competency development worksheets From Text Exercises: This series of experiential exercises & readings helps you to learn basic concepts and to integrate those basic concepts with your experiences. The competency worksheets are the work that the text requires that you do for each competency. This includes assessment, analysis, practice and application choices. The learning reading occurs after the assessment choice. You keep these efforts in a notebook with dividers for each role and competency. Some work will begin out of class and be finished in class; others will take place entirely out of class or entirely in class. Read each competency area carefully for instructions and have sufficient paper with you to complete any in-class portions of the assignments.

Articles: This is second type of assignment supports you in developing life-long learning skills beyond the linking of efforts between class and the work world skills from the competency assignments. This assignment refines your information seeking, obtaining, translating (from academic to practitioner terms) and communicating skills. The article assignments for this class are readily available through the library's article database page. Search in "Business Source Premier" for the assigned articles. This assignment requires this library search method instead of providing the articles for three reasons: 1) to enable you to be familiar with research tools available in the library, 2) in support of intellectual property rights which allow you to make a copy for individual use but do not allow me to make multiple copies to hand out and 3) it allows you 24/7 access to the article from anywhere you can get the internet.

- The article assignments require you to obtain a copy of the article, read it, summarize it in several bullets, provide at least 3 examples of those points (could be either confirming or contradicting the article's points) from your personal work experience & create 3 multiple choice questions about the article's main points and your examples. You will both electronically submit and turn in a paper copy of a memo with the full citation of the article, bullets of its main points, the 3 examples and your 3 multiple choice questions (indicating below the question & answer the correct answer). You will present this article, its main points, and your examples informally in class.

Article List by Role

Mentor Role			
ARTICLES	1) EMPOWERED SELF-DEVELOPMENT AND CONTINUOUS LEARNING, by London & Smither	2) EXPLAINING KNOWLEDGE SHARING: THE ROLE OF TEAM COMMUNICATION STYLES, JOB SATISFACTION, AND PERFORMANCE BELIEFS. By: de Vries et al.	3) DEVELOPING SUSTAINABLE LEADERSHIP THROUGH COACHING. By: Boyatzis et al.
REVIEWER	Name	Name	
Facilitator Role			
ARTICLES	4) A STRATEGIC GUIDE FOR BUILDING EFFECTIVE TEAMS By Mealiea & Baltazar	5) EMPOWERMENT AT WORK: THE DYADIC APPROACH. By: Gupta et al..	6A) CONFLICT MANAGEMENT IN TOP MANAGEMENT TEAMS IN CHINA. By: Chen et al.
REVIEWER	Name	Name	
Monitor Role			
ARTICLES	7) THE PARADOX OF PROJECT CONTROL, by Bourne & Walker	8) TOO MUCH OF A GOOD THING? NEGATIVE EFFECTS OF HIGH TRUST AND INDIVIDUAL AUTONOMY IN SELF-MANAGING TEAMS by Langfred	9) HOW MUCH DO HIGH-PERFORMANCE PRACTICES MATTER? THEIR EFFECTS ON ORGANIZATIONAL PERFORMANCE, By Cohen et al.
REVIEWER	Name	Name	
Coordinator Role			
ARTICLES	10) NEW MODEL OF JOB DESIGN: MOTIVATING EMPLOYEES' PERFORMANCE By Garg & Rastogi	11) ON THE FOLLY OF REWARDING A WHILE HOPING FOR B, By Steven Kerr & MORE ON THE FOLLY, by the Editors of AME	12) THE LEADER'S MANDATE FOR THIS SYSTEMS CITIZENSHIP
REVIEWER	Name	Name	Name
Director Role			
ARTICLES	13) U.S. HIGH-PERFORMANCE WORK PRACTICES AT CENTURY'S END, by Blasi & Kruse	14) MOTIVATING TECHNICAL PROFESSIONALS TODAY. By Katz	15) THE WAGE EFFECTS OF HIGH-PERFORMANCE WORK PRACTICES IN MANUFACTURING. By Cohen et al.
REVIEWER	Name	Name	
Producer			
ARTICLES	16) A PREDICTIVE MODEL OF SELF-MANAGING WORK TEAM EFFECTIVENESS, By Cohen et al	17) REFLECTIONS ON THE INTEGRATION OF PAID WORK AND THE REST OF LIFE, by Lewis, Rapoport & Gambles	18) THE USE OF HUMAN CAPITAL IN ORGANIZATIONS by Romero and Crutcher & DOES TIME MANAGEMENT MATTER? AN EVALUATION, By Cohen et al.
REVIEWER	Name	Name	
Innovator			
ARTICLES	19) DEVELOPING COMMUNITIES OF INNOVATION BY IDENTIFYING INNOVATION	20) TOWARD NEW-WAVE ORGANIZATION CREATIVITY: BEYOND ROMANCE AND ANALOGY IN THE RELATIONSHIP BETWEEN ORCHESTRA-CONDUCTOR LEADERSHIP AND MUSICIAN CREATIVITY Hunt et al.	21) A DYNAMIC SYSTEMS APPROACH TO LEADER AND GROUP CREATIVITY FOR LEARNING, By Cohen et al.

	CHAMPIONS by Coakes & Smith, 2007		
REVIEWER	Name	Name	
Broker			
ARTICLES	22)THE SCIENCE OF PERSUASION by Cialdini & INFLUENCE WITHOUT AUTHORITY: THE USE OF ALLIANCES, RECIPROCITY, AND EXCHANGE TO ACCOMPLISH WORK. By: Cohen, & Bradford	23)STRATEGIC CHOICE: HOW TOP MANAGEMENT TEAMS DISAGREE , By Kathleen M. Eisenhardt et al. & WORLD-CLASS NEGOTIATING STRATEGIES by Acuff.	24)GOING BLANK IN By: Giuliano & Carillo & THE MISUSE OF PO & 'THE WRECK': MEE AUDIENCE. By: Smar & SELF-PRESENTATI SHOW GUESTS: A CO POLITICIANS, EXPER By Schutz
RREVIEWER	Name	Name	

Exams: The exams will be comprised of multiple choice, matching or true/false questions. These questions are a random set of questions on the worksheets, & questions presented by article reviewers. These are available in the form of worksheets on the articles (some questions from the article reviewer some questions from me). There will also be a self-test or practice exam that you may take multiple times. It will provide additional direction on what to study. The exams, however, will be closed book exams taken in class on the indicated day.

Students who do the following process tend to earn higher grades on the exam. 1) Complete the worksheets timely. 2) Read all articles even the ones that others will report on. 3) Participate fully in class. 4) Go back and do second (or more) attempts on the on-line practice exams (and/or article worksheets) close in time to the exam. ALL EXAMS WILL BE PROCTORED. If you miss an exam, you will need to arrange a time to take it proctored at the WSMR facility.

Individual INTEGRATIVE Research Paper: This is another more advanced way of embedding what is learned in the MBA curriculum and this course in particular with the “ real world” . This assignment requires more advanced knowledge and learning levels than the earlier two assignments which basically require only undergraduate learning skill levels. For this paper, the individual student must take any topic addressed in this course and read & integrate 2 referred journal articles into what our text and the associated assigned article say on the topic.

- There are 9 paragraphs that you must write in this assignment.
 - Paragraph 1: In the paper, you will begin with an introduction to the topic. This paragraph will be followed with two paragraphs summary paragraphs over the material from the text and assigned article (be sure that you site both correctly).
 - Paragraph 2: This paragraph should summarize the material in the text on this topic.
 - Paragraph 3: This paragraph summarizes the material from an assigned article on this topic.
 - Paragraph 4: Your fourth paragraph will integrate these two sources of information into a cohesive whole.
 - Paragraph 5: You now need to find a “ peer-reviewed” article to read and summarize. Use the Business Source Premier library link that you used to get the assigned article. Use the advanced search option which allows you to limit your search to “ academic” journals. These journals will be peer reviewed and will count. Be sure that you pick an article that is available via a PDF file. Summarize the first of the two articles that you choose to use.
 - Paragraph 6: This paragraph integrates the information from paragraph 5 into your understanding of this topic that you wrote up in Paragraph 4.

- Paragraph 7 is the summary paragraph for the second of the two articles that you found earlier in your preparation work for paragraph 5.
- Paragraph 8: This is your integration paragraph for the new information that you reported on in paragraph 7.
- Paragraph 9: You will then make a conclusion about this topic that is based on your earlier work. You are encouraged to use examples from your work experience, other academic classes and/or other' s shared experiences to illustrate the points in your paper.
- This portion of the paper (the 9 paragraphs) should be no more than 5 pages long. It should have 1” margins. It should be single spaced between lines within a paragraph and double spaced between paragraphs.
- A reference page should follow your conclusion paragraph. These references should be cited in the paper where appropriate using the (name of authors, date) format.
- After your references, you should attach either a photo copy of the articles or a print out of the PDF file of the articles that you cited in your paper.
- You should have your name, the name of the topic that you are researching and the date in the header of all 6 pages of your original work.
- Simply staple all sheets together (your original work on no more than 6 pages and the PDF pages that you printed out for each of your additional two articles) and turn it in. DO NOT USE A COVER SHEET. DO NOT USE A FOLDER.
- Send a word document of your work electronically to Dr. Black & TA.

ENGLISH GRAMMAR & SPELLING COUNT. Enable all grammar checks and spelling check options. Run your paper through grammar and spelling checks. Have a significant other read your work or wait a bit and read your work out loud. This will help you find errors beyond the basic ones found by using the grammar and spell check tools of Word.

Individual Research Paper Presentation: This assignment allows for practice in developing a visual display of your research work, talking extemporaneously about your work and identifying others with work that may synergistically work with your newly acquired area of expertise. You are expected to use PowerPoint and to create slides (which may be in color but which will be printed out) which will be displayed on “ science fair project” boards (readily available at Office Max, Staples, etc.). You are expected to have one slide per paragraph plus a title page slide and a reference page slide. You will both stand by your display and discuss it with other AND circulate around and discuss the work of others. As part of this assignment, you will be looking to find two other people to team up with to do a larger team research paper & presentation.

Team INTEGRATIVE Research Paper: This assignment allows for practice in self-directed or managed work teams along with the integration of academic and practitioner worlds. It is the most advanced project that we will do in this class. For this assignment you will work in teams of 3 or 4. You will have from the mid-term to the first of December to work on this research paper. The paper will be an integration of the three or four topics that each individual did.

- It will be organized in the following fashion:
 - Paragraph 1: In the paper, you will begin with an introduction to a problem, circumstance or issue that requires all three or four topics to successfully address. This paragraph will be followed with three or four paragraphs summarizing the work of the individuals done earlier (be sure that you cite all referenced material correctly).
 - Paragraph 2: Summarize the material from individual 1 and relate it to your identified problem/issue.
 - Paragraph 3: Summarize the material from individual 2 and relate it to your identified problem/issue.
 - Paragraph 4: Summarize the material from individual 3 and relate it to your identified problem/issue.
 - Paragraph 5: Summarize the material from individual 4 and relate it to your identified problem/issue. OR go directly to paragraph 5.

- Paragraph 6: Summarize your understanding of how to address this problem/issue given each of these perspectives. You will then need to see if there are any system effects/issues that you need to consider as you attempt to resolve your problem.
- Paragraph 7: You now need to find a “ peer-reviewed” article to read and summarize that includes two or more of the topics from each of your group members. [Remember: Use the Business Source Premier library link that you used to get the assigned article. Use the advanced search option which allows you to limit your search to “ academic” journals. These journals will be peer reviewed and will count. Be sure that you pick an article that is available via a PDF file.] Summarize the first of the two articles that you choose to use.
- Paragraph 8: This paragraph integrates the information from paragraph 7 into your understanding of this topic that you wrote up in Paragraph 6.
- Paragraph 9: The summary paragraph for the second of the two articles that you found earlier in your preparation work for paragraph 7. This second article should address a different combination of topics than did the article in paragraph 7.
- Paragraph 10: This is your integration paragraph for the new information that you reported on in paragraph 9.
- Paragraph 11: You will then make a conclusion about this problem/issue that is based on your earlier work. You are encouraged to use examples from your work experience, other academic classes and/or other’ s shared experiences to illustrate the points in your paper.
- This portion of the paper (the 11 paragraphs) should be no more than 8 pages long. It should have 1” margins. It should be single spaced between lines within a paragraph and double spaced between paragraphs.
- A reference page should follow your conclusion paragraph. These references should be cited in the paper where appropriate using the (name of authors, date) format.
- After your references, you should attach either a photo copy of the articles or a print out of the PDF file of the articles that you cited in your paper. I will be expecting between 12 and 15 sources cited on this reference page (the text, 3 from each group member, 2 for this particular set of concepts’ system effects).
- You should have the names of all who actively contributed to the paper, the name of the topic that you are researching and the date written, and page X of Y in the header/footer of all 8 pages of your original work.
- Simply staple all sheets together (your original work on no more than 8 pages and the pdf pages that you printed out for each of your additional two articles) and turn it in. **DO NOT USE A COVER SHEET. DO NOT USE A FOLDER.**
- Send a word document of your work electronically to Dr. Black & TA.

ENGLISH GRAMMAR & SPELLING COUNT. Enable all grammar checks and spelling check options. Run your paper through grammar and spelling checks. Have a significant other read your work or wait a bit and read your work out loud. This will help you find errors beyond the basic ones found by using the grammar and spell check tools of Word.

It is possible to earn a “ C” in this course and not do the Integrative Research Papers. It is not possible to earn a “ B” or an “ A” in this course without doing at least “ C” level work on the Integrative Research Papers. Thus, for example, even if earning sufficient points to make a “ B” by doing “ D” level work on the Integrative case, the student will NOT receive a “ B” but will receive a “ C.” The student can also earn a “ C” in the course even doing “ A” or “ B” level work on the research papers by low performance on the “ Basic Understanding of Vocabulary & Tools” and “ Demonstration of Basic Integration & Application Skills” sections of this class.

Make-Up Work: There are times when life interferes and work can not be completed in a timely manner.

- Since all competency worksheets are available in the text and all articles are available on-line and one knows one’ s topic for the individual research from day one, if you knows in advance that you will miss a deadline you need to work ahead. **Technology failures (even those close to due dates) DO NOT CONSTITUTE a university approved excuse. WORK AHEAD.**

- For presentations & the exams, if something that is on the university approved make-up reason list comes up at the last minute which causes one to miss a deadline, make-up work will be accepted within 24 hours after the missed time period with a corresponding loss in maximum possible point of 10% per day after the missed deadline after that 24-hour grace period. This penalty includes weekends and holidays in the day count. Deployment issues will be dealt with on a one-by-one basis.
- No work more than 10 calendar days late will be accepted and all make up work is due by May 8th.

Disabilities/Employee Relations: Feel free to 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. 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.

Other: You are Masters' students. As such, I would expect that you have reached some conclusions about life, work, learning and responsibility. I also anticipate that you are not a novice in learning but are capable of handling higher order learning areas of abstraction and integrative processes in applied learning situations. You may have had multiple workshops and training sessions on some of our topics or even all of our topics before, don't fret, there is always room for practice and learning nuances. If, however, you sincerely feel that this course would be a repeat for you, please gather together your evidence of having already gotten a handle on this topic and I will be happy to drop you from this course with the recommendation that you take an advanced Management course in its place!

In summary, you need to have enough time, energy and perseverance to do the following over the course of the term:

- Weekly – read a chapter a week and do associated experiential and thought exercises,
- At least once in the term-
 - get an article from an on-line data base, read it and create a memo;
 - read (perhaps ahead) a chapter, an associated article, find and read two more articles and write a 5 page research paper;
 - get together with a group, find a problem/issue that will require each of your new OB expertise areas to address it, summarize your earlier paper, help find & summarize 2 more “ system” articles and finish writing the research paper;
 - create a “ science fair” like display summarizing your individual research paper-- present it virtually using PowerPoint,
 - create an advanced PowerPoint presentation of your team research paper;
 - maintain a notebook of your developmental work and create an individual development plan,
 - present your team' s work.

While all presented earlier in this syllabus is open for discussion, this course is meant to be challenging, integrative and to stretch you beyond undergraduate levels of understanding of organizational behavior. However, it is also meant to be doable. What are your thoughts?

Dropping the course with a “ W” : The last day to drop is March 12th which is a Monday. Students are responsible for dropping the course. I will not drop students but will require you to be responsible for your own paper work. **Note: Dropping this course will likely delay your graduation date.**