I. COURSE DATA & SCHEDULE

1. Semester: Spring 2011: Jan – May 2010 – 4-6:30PM Mon Guthrie 101
   Course Number: MGM810 SP10
   Course Title: Small Business Consulting
   Prerequisites: none
   Credit Hours: 3
   Instructor: David M. Boje, Ph.D.
   E-Mail Address: dboje@nmsu.edu
   Office Phone: 575-532-1693
   Office Hours: Mon Noon - 2PM in Frenger Food Court or call for appointment
   Teaching Assistant: Nazanin Tourani
   E-Mail Address: nazanin@nmsu.edu
   Office: Guthrie GU 300
   Where to find things: Blackboard and at http://business.nmsu.edu/~dboje/sbc/
   Syllabus on line: http://business.nmsu.edu/~dboje/448/448template.htm

   Forms you will need to print out:

   ● Small Business CLIENT APPLICATION
     http://business.nmsu.edu/~dboje/448/SBAAssistanceApplication.htm
   ● Confidentiality Agreement (after they agree to be client)
     http://peaceaware.com/448/Confidentiality_Agreement.htm
   ● Client Rating/Grading Sheet for Student's Report (at end of term)
     http://peaceaware.com/448/Student_Rating_by_Client.htm
   ● Mid-Term Report check list http://business.nmsu.edu/~dboje/448/448midtermchecklist.html
   ● Final Report check list http://business.nmsu.edu/~dboje/448/448finalchecklist.html
   ● Print off and memorize: http://business.nmsu.edu/dboje/448/SEAM_Model_axes_BIG.jpg and
     http://business.nmsu.edu/~dboje/448/seam_images/4%20leaf%20with%20Living%20Story.jpg
SCHEDULE

Jan 17 MLK Holiday

Jan 24 - 1st class - Introductions and Policies

Jan 31 - Bring completed client application and composition notebook to class; quiz on syllabus policies, naming all elements in 3 axes and four leaf clover charts (p. 124 & p. 26 of Savall et al, 2008 textbook).

Feb 7 - Quiz on what is SEAM (Chapters 1 to 4, pp. 6-27), 3 types of storytelling (from lecture), 3 axes p. 26, 4-leaf clover p. 124, be able to apply Figure 2.1.a (p. 13) to your client, and what is your definition of Virtue Ethics. Note: Quiz prepares you to have the right stuff in your Mid-Term report.

Feb 14 - Valentine's Day - FIELD WORK WITH CLIENT

Feb 21 - Presidents' Day - We have class - quiz on Chapters 5, - bring printout of your black board entry of field notes and storytelling, which has been entered from best two client field site visits. Bring filled in example of Figure 5.1 p. 32 & 5.3 p. 35 (these can be put into mid-term report, so it is good training for that. From Virtue Ethics, what are habits of action of your client? These things get put into your Mid-Term report; quiz is good way to stay on track.

Feb 28 - No Class - FIELD WORK WITH CLIENT

Mar 7 - Quiz on Chapter 6, Axis A - especially Mirror effect examples (bring Blackboard field note entries), include MIRROR EFFECT (p. 66), including chart on that page, verbatim quotes from fieldnotes, and your 3 Expert Opinions today. From Virtue Ethics, two examples of virtues your client has or lacks. Spruce this up for your Mid-Term report; this quiz is good practice.

Mar 14 - Quiz on Chapter 7, Axis B - be able to show examples of 3 tools you used with client. Bring IESAP (5 year goals, the internal actions, & the external ones), and Figure 7.1.a p. 96 PAP all filled in for your client. Plus Figure 7.4, Time allotment chart filled in for your client (and able to name types of tasks from memory). All this can go into Mid-term report, so it is good training. From Virtue Ethics, two examples of generosity. This can be part of your Mid-Term report.

Mar 21 – 25th SPRING BREAK

March 28 - MID-TERM - Have items completed as possible to submit in writing and as oral presentation. Please have your client attend (or if out of area, a YouTube or video tape of interview - 10 minutes maximum for presentation. Submit 360 team mate review in sealed envelope. Deduction from grade is video or client is not present.

Apr 4 - Receive results of Mid-Term Project and Presentation.

Apr 11 - No Class - FIELD WORK WITH CLIENT
Apr 18 - Quiz on Chapter 8, Axis C (chart is on p. 26)- bring notes on state of the industry your small business is in. Quiz is on Main Direction, Rules of the Game, and Resource Deployment of the industry as a whole in its geographic region. From Virtue Ethics, two examples of virtues your client involving Justice. This can be part of your final report.

Apr 25 No Class - FIELD WORK WITH CLIENT

May 2 - Scheduled Final - you turn in your report, and your client attends formal presentation (business attire); clients out of Las Cruces, can submit YouTube or video of 10 minute interview about project. Deduction from final grade for no video or client attending. Submit 360 team review in sealed envelope.

II. TEXTBOOKS

Savall, Henri, Zardet, Veronique, & Bonnet, Marc 2008). Releasing the Untapped Potential of Enterprises Through Socio-Economic Management. ISBN 978-2-917078-12-9 2nd Revised edition, 2008 London: International Labor Organization and Socio Economic Institute of Firms and Organizations. A copy is available for sign out. You can have loan of the book for the semester. The book is to be returned by final exam date, or a hold will be placed on your records, or in some cases an incomplete will result. If the book is lost, you are responsible for $45 replacement fee.

Nicomachean Ethics (aka Virtue Ethics). By Aristotle. Written 350 B.C.E. Translated by W. D. Ross. On line version http://classics.mit.edu/Aristotle/nicomachaen.html Virtue ethics is essential to your own consulting practices, and to coaching clients in their ethical practices. For example, the main virtue is happiness, valued more than the accumulation of money, rewards, or pleasures of consumption).

Principle-Based Ethics -On line, see Bill Daniels address to University of Denver students http://www.danielsfund.org/BillDaniels/philosophy.asp See http://www.danielsfund.org/BillDaniels/philosophy.asp Use the pull down menu to look at Principle-Based Ethics, such as Honesty, Integrity, Humanness (Respect for People), Reliability, Loyalty, Innovation, and Community Spirit (Giving Back to the Community). Apply one or more of these in your study questions in relation to Aristotle's virtue ethics. Hint: Bill Daniels developed his own virtue habits and put them into practice in his organization, and in this giving back.

III. COURSE DESCRIPTION

We will learn Intervention Research (aka Socio-Economic Approach to Management, SEAM). http://web.nmsu.edu/%7Edboje/TDseam.html Intervention Research using SEAM (Socio Economic Approach to Management, SEAM) means getting into the field, collecting observations, making verbatim notes from interviews, doing co-designed interventions with clients that add value to the small business.

Service Learning Project: Each year small business consulting teams bring ethical virtue of happiness to clients with free-to-the-public service learning/civic engagement projects with different sectors of the small business economy: restaurants, wellness, hotels, and so forth.
**Storytelling** - Consulting is listening to the client’s storytelling of their business past (founding narrative history), the present dilemmas (living stories) and the future potentialities (antenarratives). This all has to do with listening to three inter-playing types of storytelling:

![Storytelling Triad Model](image)

**Storytelling is defined as interplay of narrative-past, living story webs of now-relationships, and antenarratives that shape the future (Boje, 2001, 2008, 2011). To discover ‘what are antenarratives that shape the future of small business,’ see [http://peaceaware.com/colorado/storytelling_future.htm](http://peaceaware.com/colorado/storytelling_future.htm) slide show.**

The qualitative characteristics of intervention research are:

- It is participative, but is more than research with or on people; it is also research on the thingness of the enterprise, the technology the materiality of assemblages; props and actors in the theatre of SEAM.
- The researcher is an interventionist with other human actors, and actants in technological, accounting, economic functioning
- The outcome of the intervention is a a more democratic organization with higher ethics, and a greater integration with Global Tetranormalization [http://peaceaware.com/pdfs/Wings%20of%20Tetranormalization%202010.pdf](http://peaceaware.com/pdfs/Wings%20of%20Tetranormalization%202010.pdf)
IV. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

The 4-Leaf Clover (Diagnostic of Small Business Dysfunctions) (see p. 124 in Savall, Zardet, & Bonnet (2008) book for the original version). Include 4-Leaf drawing in your mid-term and final report that your client will understand and appreciate.

V. USE FOLLOWING OUTLINE FOR FINAL REPORT

By Mid-Term - [http://business.nmsu.edu/~dboje/448/448midtermchecklist.html](http://business.nmsu.edu/~dboje/448/448midtermchecklist.html)

By Final - [http://business.nmsu.edu/~dboje/448/448finalchecklist.html](http://business.nmsu.edu/~dboje/448/448finalchecklist.html)

Executive Summary – 1 to 2 pages where you list the 3 main recommendations that solve several key dysfunctions in the small business, and conclude with the main value-added contribution (besides an excellent analysis & report), such as something that your team did that actually lowers costs of increases revenues during this semester. Include total calculation of
hidden costs and untapped revenues (minus intervention costs) that would result if your recommendations were implemented by the client.

**Introduction** – Explain key terms in ways your client will understand: SEAM, 3 Axis Model, 4 Leaf-Clover, Mirror Effect, 3 types of storytelling, and Virtue ethics. Please explain each of these exhibits.

**Hidden Costs & Untapped Revenues Charts** – and explanations. Use the hidden costs and untapped revenue charts in your Savall et al (2008) textbook as templates. For example, Figure 5.1 (p.32) has calculation of visible and performance, hidden costs, and overall performance increases to profit margins (do this sort of calculation). Table Figure 5.3 (p. 35) includes each observed dysfunction, its estimated frequency, how it affects costs or revenues (these are estimates based on interviews with client), and the subtotals. Please make your hidden cost and untapped revenue calculation subtotal per week, month, and year. Estimates are perfectly OK to use. You get the information by asking questions: 'How often does this happen?' 'What does that cost your small business?' 'If you did this thing you are talking about, what would it add to your revenues?' and so forth.
See p. 26 in Savall, Zardet, & Bonnet (2008) book for original version of this chart (include chart in your mid-term and final report with explanation that you client will understand).

**AXIS A - IMPROVEMENT PROCESSES (1 & 2 due by mid-term; 3 & 4 by final)**
The stage by stage is Diagnostic, Project, Implementation, and Evaluation of Results, then complete the cycle, by having more diagnostic, and beginning again. The best diagnostic is LISTENING to Living stories, challenging entrenched narratives, opening path for new antenarrative possible futures; Making Spaces for them to get told to you in your journalism.

1. **DIAGNOSIS** of 6 Dysfunctions (WO, WC, 3Cs, TM, TNG, SI - see 4 leaf clover above) that includes root cause and story chart, The word ‘dysfunction’ has a special meaning in IR; it comes from Aristotle’s book on Virtues; the deficiency or excess of a habitude is a dysfunction, whereas the intermediate path is habits that are just right for the situation and virtuous ethically. Habitude in Latour’s (2005) action network terms is the habitual actions.

**Mirror Effect** – This is section in mid-term & final report where you put in all your Blackboard entries from your field Storytelling Notebooks (5 by mid-term, 5 more by final). Mirror Effect (pp.66, 149) is defined as the direct quotes and the storytelling recorded from stakeholders.
2. PROJECT INTERVENTION: This is co-designed with your client and is over and done by the end of the semester. The intervention is designed to change the actuality of habit patterns of the actants (actors & things) that are ongoing in the small business. Please tell the narrative history of the project intervention and how it was co-designed with the client.

3. PROJECT IMPLEMENTATION: Please tell the implementation living story of your project implementation and how it is changing the dominant, entrenched narrative of the past, and initiating a new transformation, an antenarrative of future potentiality in the material conditions.

4. ASSESSMENT OF RESULTS: How are you measuring the results of the intervention and its action implementation in terms of changes in habituates?

AXIS B - PERMANENT MANAGEMENT TOOLS (3 due by mid-term; 3 more by final)

1. IESAP Internal/External Strategic Action Plan - This is SAP for internal organization and external environment change. IESAP covers 5 years. It is a simple chart with 3 objectives and a 5-year implementation schedule. (pp. 112-113 in SEAM Manual)

2. PAP Priority Action Plan - for one semester. This is a simple chart translating the IESAP goals to specific sub-objectives, with priority actions, and who is responsible, and when it gets done during the 10 weeks of this course. (pp. 114-117) (by Midterm)

3. CG Competencies Grid (aka Scale of Skills) - What are /their strong, weak, and critical competencies to develop? (pp. 118-120 in SEAM Manual; also 96-99 & 56-59)

4. TM (Time Management) Self Analysis - this is a diary of time usage. (pp. 121-125), this is where the client learns to delegate and eliminate tasks so a space can open up for strategic actions. In the words of Peter Drucker, "There is surely nothing quite as useless as doing with great efficiency what should not be done at all." (Drucker, Harvard Business Review, 1963).

5. SPILB (Strategic Piloting Indicators Log Book) - Your Journaling serves as your SPILB. Develop 5 types of indicators (include qualitative & quantitative) for IESAP, PAP, etc. pp. 126-129 in SEAM textbook.

6. PNAC (Periodically Negotiable Activity Contract) - PNACs, your contract for three objectives your project will complete with your client. PNAC is renegotiated several times during the term to keep your objectives in sync with client and instructor expectations. The PNAC builds on your contract with the client, and it goes further. Here your 3 intervention project OBJECTIVES get specific piloting indicators, you work out how the supplementary incentives for workers (its bonus etc) work out. And you plan out the resources and means allocated by client to meet each objective (time from specific parsons, work space, copy machine, etc you need to get your intervention to happen. Note: PNAC is expected to change from the first agreements in early part of term, to the middle, and before the end. Plan on it (pp. 130-134).

AXIS C - PERIODICAL POLITICAL AND STRATEGIC DECISIONS (1 &2 due by Mid-term; 3 more by final, as are most applicable)

1. Main Directions of the industry, market, global Tetranormalization etc. See http://peaceaware.com/seam/ for more on Tetranormalization.

2. Rules of the game (norms & politics); intra-play of Tetranormalization standards, rules, and norms of accounting, trade/economics, quality/environment (SA 14000), and social rights (SA8000)
3. Resources Redeployment (businesses and non-profits are weak on capitalization and finding resources...)
4. Technological, organizational and procedural changes
5. Strategic choice: Product Market
6. Choice of Management System (Most choose hierarchic, top-down, when the way to adapt to turbulent environment is more participatory, more bottom-up, more inclusion in choices)
7. Strategic Development of Human Resources (this is the Brass Ring and what any interventionist consultant worth their salt is all about) – because it is building the base for how the intervention continues after you have departed.

This is all quite practical as far as Intervention Research goes (the 3 axes) get at experience, reflection, and project/experiment, but what is the theory? For that see the section following the journal writing.

Please put your Thank you letter to client, evaluation by your client of your performance (in envelope), copy of confidentiality agreement you gave client at end of your final report.

Small Business CLIENT APPLICATION
http://business.nmsu.edu/~dboje/448/SBAAssistanceApplication.htm
Confidentiality Agreement (after they agree to be client)
http://peaceaware.com/448/Confidentiality_Agreement.htm
Client Rating/Grading Sheet for Student's Report (at end of term)
http://peaceaware.com/448/Student_Rating_by_Client.htm

VI. ABOUT NOTEBOOK WRITING:

Keep one 'Storytelling Notebook' for participant observations, concepts and theory presented in course lectures, your diary-reflections about the client situation, ideas, fieldnotes, and storytelling about client that is most suitable for posting on the online Blackboard (10 fieldnote/storytelling entries required on Blackboard consisting of verbatim fieldnotes dictated by your client). Kolb learning cycle which we have greatly revised (How to do storytelling of Experience, Reflection, Theory & Project). For each field visit, please do some of these questions, not all of them, as are applicable:

**Experience:** What happened in the past (narrative-retrospection)? Please use verbatim transcription as much as feasible. What is happening now (living story)? Who said what, did what, when, where, and how is assemblage of human-materiality moving changing or transforming? What will happen in the (antenarrative) that is shaping their future? What did you think, feel (emotive-ethics)? Any examples of Aristotle’s VIRTUE ETHICS? Organize your Experience in the Mirror Effect Section (Axis A, under heading Diagnosis, in final term paper).

**Reflection:** Also in Mirror Effect report on how do various stakeholders experience the dysfunctions (see Diagnosis using 4-Leaf Clover Method)? What are the side-shadows (the courses of actions not pursued, yet beckoning, ghosting the enacted actions)? This begins to get at diffraction (the differences, the play of differences). How could various perspectives be used
to understand this event (Social, economic, accounting, materiality-assemblages, etc)? What concepts or readings are helpful? Why? How does your observing the scene change it? What is your complicity in the situation, the unfolding, the coursing? Learn to be a reflexive and diffractive practitioner.

**Theory of the Situation:** How do I make sense of it (retro-representation narrative; living story emergence; antenarrative field of futures)? What is your bottom-line assessment of the situation (costs, revenues, politics, and economics)? How can the situation be released to find a life of its own (become self-organizing, change assemblage, reassemble), it’s trajectory? Is this a linear process, a cycle of recurring stages (exactly as before), or is it a spiral veering upward, downward, loosening, or tightening, or is it more an assemblage of actors, actants, agents, agencies, antenarratives, actions, acts (7 A’s).

**Project/Experiment:** What can I do to test my understanding of the situation? What action is called for to unlock the potential of the situation? What intervention can you make, as a project? Who can co-participate, co-intervene, co-focus with me? What is my anticipated result? (is it a line, a cycle, a spiral, an assemblage)? How will you measure the results (metrics, qualitative & quantitative) of the change/ transformation?

In accordance with IRB – human subjects’ requirements, all storytelling notebooks will be turned in at the end of the course, and stored in locked cabinet by the Instructor.

**VII. COURSE OBJECTIVES**

The primary objective of this course is to conduct intervention research in a small business. The primary skill focus will be on your field notes kept as an online blog in Blackboard, then analysed in the Mirror Effect section for final term paper. Field notes are ‘direct observations’, ‘interview transcripts’, ‘content analysis of documents’, and ‘diary entries of your reflexivity.’ This will be supported by a series of conversation starters about our primary text: *Releasing the Untapped Potential of Enterprises Through Socio-Economic Management.*

For All Students: Develop & demonstrate this ability by these metrics:

- Read, understand & analyze actual experiential field case in small business consulting
- Investigate & describe a business situation using socioeconomic tools such as priority action plans, time management, etc.
- Develop interpersonal skills in oral and written presentation, and cooperative behavior with consulting clients.
- Design meaningful recommendations to problems and feedback to client using Mirror Effect Diagnosis (See Axis A)
• Design a useful implementation plan for integrating recommendations into an ongoing business & for controlling the integration & impact of those recommendations (The Implementation)

• Perform research of current literature with regard to small business

• Study the dynamics of the environment, its history, and develop antenarratives of the future as context to work with client organization.

• Listen, analyze, question & recommend business objectives, strategies, policies & procedures

MBA GOALS (Mgt 548 students)

1. Demonstrate well-developed oral and written communication skills (measured in report & presentations)

2. Demonstrate well-developed critical thinking skills (measured in use of antenarrative, root cause, and intervention)

3. Demonstrate proficiency in quantitative analysis (measured in indicators logged into notebook field notes & report)

4. Demonstrate well-developed interpersonal skills (measured by behavior with clients)

5. Demonstrate proficiency in dealing with ethical and legal issues in business (measured in Axis C - ethical behaviors analysis & in answerability for conduct in consultation).

VIII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

A. EVALUATION CRITERIA

1) Clarity of Description in Axis A, B & C - Is the organizational storytelling (narrative, living stories, & antenarrative) you do to consult with your client clear Project solution to their dysfunctions (Axis A)? Is all (and only) the relevant qualimetric data presented in Mirror Effect? Have several Socioeconomic Tools (Axis B) been applied? Are the implications of the Intervention developed for the industry (Axis C)?

2) Breadth & Depth of Reflections - Are all viewpoints in the organization presented in a plausible manner? (Is there a Mirror Effect that has field quotes in it from various stakeholders: owner, manager, employees, customers, expert student consultant opinion?) Are all important terms understood for their various meanings? What are the biases you see operating in the structures & behaviors of the organization?

3) Concise & Sound Reasoning- Does your central argument address all of the important issues raised in your description & reflections based in your field notes in Notebook, as entered into Blackboard? Do you incorporate all of the various perspectives with sound reasoning (can you listen to clients)?
4) Powerful, Interesting & Useful Implications: Are the conclusions based on the preceding argument? Was the central argument powerful, i.e. did it offer leverage for understanding and action? What value-added (lowering costs, raising revenues) happened from the intervention research?

IX. GRADING, LATE WORK, AND ATTENDANCE POLICIES (adapted from catalog)

A. Grading Policy

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<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>% Range</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
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<td>90 – 93</td>
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<tr>
<td>F</td>
<td>Failing</td>
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B. Late Work Policy

- Work that is submitted 1 – 7 calendar days AFTER its due date will be graded down 10%
- Work that is submitted 8 - 14 calendar days AFTER its due date will be graded down 20%
- No work will be accepted more than 14 days past its due date unless prior approval of the instructor has been obtained. Otherwise the student will receive a zero for the assignment.
- Final course projects and end-of-term papers must be turned in no later than final exam day of class UNLESS an ”Incomplete” grade has been arranged in advance of the final course date
- Incomplete grades must be completed within 2 months following the end of the term

C. Attendance Policy

- Required class attendance days are indicated in course schedule schedule.
- You must contact the Instructor if you miss any scheduled class or your Team’s appointment with instructor or Client for consultation, for any reason. Individuals missing a scheduled class (for whatever reason: sick, job, sports, sleeping, wedding, etc.) owe a 2-page single spaced makeup assignment based on assigned book in schedule for day you missed.
- **Make-Up for Missed Quiz** - Upon return to class, contact Instructor, who will re-administer the quiz in that class, plus add a few questions on the material, in fairness to those who were there. You have only till the following scheduled class period to make up a quiz, after that the grade of zero is entered. If you miss a quiz, and make it up, you still are responsible for the make-up for missed class.
• **Make-Up Work for Missed Class:** 2 pages (single spaced) based on any appendix worksheet in the Savall et al textbook. Final grade is reduced by half a letter grade in the course for each missed hour. Make-up work is due the week following a missed day. When Can Make-Up Work for All Types of Absences Be Submitted:
  
  o Work that is submitted 1 – 7 calendar days AFTER its due date will be graded down 10%  
  o Work that is submitted 8 - 14 calendar days AFTER its due date will be graded down 20%  
  o No work will be accepted more than 14 days past its due date unless prior approval of the instructor has been obtained. Otherwise the student will receive a zero for the assignment

• **Required client attendance is 10 hours total time during the semester.** We recommend 10 one hour field visits. There is no make-up for not doing 10 field visit hours. Final grade is reduced by half a letter grade in the course for each day without a make-up.

X. **GENERAL COURSE POLICIES**

• All assignments are to be typed in accordance with APA Guidelines and are due as shown in the class schedule at the end of this syllabus. Please single space reports, use 2-sided printing.

• Substandard and late work as well as unprepared students will have a negative impact on the classroom exchange of ideas and will be downgraded accordingly.

• Although adjustments to the course schedule and syllabus are uncommon, it is the student’s responsibility to keep abreast of all changes and to adapt accordingly. Therefore check Syllabus online weekly: [http://business.nmsu.edu/~dboje/448/448template.htm](http://business.nmsu.edu/~dboje/448/448template.htm)

• Any student’s with special needs or simply special requests should notify the instructor at their earliest convenience so that accommodations may be made on quizzes.

• Please provide feedback to the instructor on a regular basis to improve the learning environment and your experience in the class. Thank you.

• Please report immediately to the Instructor, any and all instances of unprofessional conduct, team member not doing their fair share of the workload, and any instance of cheating, plagiarism, and/or any sort of student on student harassment. dboje@nmsu.edu

A. **PLAGIARISM POLICY**

NMSU’s policy on plagiarism: [http://lib.nmsu.edu/plagiarism/](http://lib.nmsu.edu/plagiarism/) . This appears to be a growing problem. It is fairly easy to google excerpts from papers and assignments to check for plagiarism. If you find any cases, refer to the Academic Misconduct pages in the undergraduate (p. 21) or graduate (p.15) catalog. Thank you for your assistance on this matter. All students are expected to conform to the accepted standards of academic honesty. Any clear violations of these standards, such as cheating, violating copyright laws, or plagiarism are handled promptly, firmly, privately, and fairly by the Professor and may result in sanctions up to and including, receiving an “F” for the course, and dismissal from the University. If you observe cheating or plagiarism, please report it to your Professor, who will promptly notify the University (Dean, Chair, or appropriate academic official) of the discovery of the incident.

Course Policy on doing Your Own Work: Anyone who plagiarizes part of their reports or enters bogus data into the Web CT data archive will be given a “F” for the entire course. Please reference others' work, "put other people's work in quotation marks" and give full citation. An "F" will also be given for anyone who falsifies attendance sheets or for team members who fain
to get by on others' work (including members who collaborate in the deception). Each student is responsible for understanding what is plagiarism. Please consult on line Student Policy on plagiarism. http://lib.nmsu.edu/instruction/plagiarismforstudents.htm

The New International Dictionary of the English Language, (Funk & Wagnalls, c2000, p. 965) defines plagiarize as “to appropriate and pass off as one’s own (the writings, ideas, etc., of another)”.

Plagiarism involves:

- Submitting another person’s work as one’s own;
- Submitting work from any source that is not properly acknowledged by footnote, bibliography, or reference within a paper;
- Submitting work pieced together from phrases and/or sentences from various sources without acknowledgment;
- Submitting work with another person’s phrase(s) rearranged without acknowledgement;
- Submitting work that uses any phrase, sentence, or stylistic mannerism without acknowledgment;
- Omitting quotation marks from any directly quoted material;
- Failure to use three dots (…) to indicate omission of one or more words;
- Any other actions deemed to be plagiarism by the faculty.

**B. PROFESSIONALISM POLICY:** Professionalism will be determined by classroom and team behavior. Professionalism will include such variables as attendance, participation, teamwork, attitude, ethics, etc. Attendance is required and will be taken at every class meeting (more than 2 absences will be considered excessive). You are expected to participate in classroom discussion and group work activities. Please turn off your cell phone during class.

**C. CELL PHONE & LAPTOP POLICY:** Turn off cell phones and pagers during class time (each violation lowers your grade by one unit). Do not accept or place calls or text message during class time (no exceptions). Cell phones will be confiscated and can be retrieved from the Dean’s office, the following class day. Use of computers for note-taking is permissible, but surfing or work on other classes during our class time is not allowable. 1st offense implies that you are volunteering in Boje’s improv theatre training or a warning; repeated offense will lower one letter grade.

Use of cell phones, excessive absences or tardiness, sleeping, reading newspapers, failing to participate, whispering in class, and doing assignments for other classes are just some examples of behaviors that would cause you to lose your professionalism points. Turning in false reports on attendance to class sign-in sheets, or claiming attendance falsely in client interviews or consulting events is defined here as academic misconduct. Cheating or plagiarism are also defined as academic misconduct and will result in loss of all professionalism points and failure grade for the written work of the course.

Consult your Student Handbook http://www.nmsu.edu/~vpsa/handbook.html
D. TEAM POLICY: We recommend you work alone. Teams is an option, and not required or recommended. Teams not working collaboratively will be asked to split up. If you choose to work in a team, then you are responsible for your own work. You are responsible as a team to maintain a healthy team atmosphere free of harassment, free of unprofessional conduct. All team members are accountable to immediately report harassment, unprofessionalism, or a member shirking responsibility for collaborative work to your Instructor. Each team will do a 360 peer review. Those peer reviews will weight the final grade, and can lower individual member's grades. The client also does a final assessment of your project, which weights the final grade. if you have a problem team member, the team may elect to fire them. The fired team member will do their own independent project. Please fire early, to leave individual sufficient time to move along in their growth and development, in doing an individual project.

FINAL 360 TEAM PEER RATING - your final grade is weighting of the 360 team review times your final report score

Your name _______________________ Your Client ___________________ Date ____________

Final Grade for you and each team member below; comments are required if scoring less than A; please be honest. Your name will not be used when instructor relays comments to each team member

PICK ONE GRADE: A+ A A- B+ B B- C+ C C- D+ D D- F+ F F-

Comments about your work input, hours of study, contribution to team or any deficiencies in work input, hours of study, lack of attendance to meetings with team, class or client; comments are required if their grade differs from you own, or you get grade they assigned to you.

Do this for each team member and submit it to Instructor in sealed envelope at Mid-Term and Final meeting.

Disabilities/Employee Relations Policy: Call the Director of Institutional Equity at 575.646.3635 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 575.646.6840 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.

XI. BIBLIOGRAPHY

Recommended Texts:

Boje, David M. (2001). Narrative Methods for Organization and Communication Research. London: Sage. Boje, 2001 - antenarrative theory - “I give ‘antenarrative’ a double meaning: as being before and as a bet” and “pre-story” with systemic import (Boje, 2001: 1). “Antenarrative” is defined as “the fragmented, non-linear, incoherent, collective, un plotted and pre-narrative speculation, a bet” (p. 1), a very improper story can be transformative (p. 4).
Boje, David M. (2008), *Storytelling Organizations*. London: Sage. This looks at several types of dialogisms that are applied to strategy, sensemaking, collective memory, and complexity.


**Recommended Articles & Essays**


Boje, D. M. 2005b. Dialogism in management research. Sage Dictionary, [Click here](#).


Boje, D. M.; Gomez, C. 2008. A Study of Socioeconomic Interventions of Transorganization Storytelling Among New Mexico Arts Organizations. Accepted for publication in *Revue Sciences do Gestion, Management Sciences*. This journal is among the top European journals, with an editorial board of prominent Academy of Management leaders for its English edition. [Click here for pre-press PDF version](#).

Boje, D. M.; Hansen, Hans; & Rosile, Grace Ann. 2007. From theatrics to metatheatre: The Enron Drama. *Revue Sciences do Gestion, Management Sciences*,* no 58, pp. 63-83. This journal is among the top European journals, with an editorial board of prominent Academy of
Management leaders for its English edition. Click here for pre-press PDF version


