



THE UNIVERSITY OF TEXAS AT AUSTIN McCOMBS SCHOOL OF BUSINESS

MAN 336 – Organizational Behavior

Spring 2011

JJ Riekenberg

04350/ TTh 09:30 / UTC 1.118

Office: GSB 4.126J / Phone: 471-8051

Office Hours: MW 2:00-3:30 p.m.

TTh 1:30-3:00 p.m. &

by appointment

Email: JJ.Riekenberg@mcombs.utexas.edu

PREREQUISITES

Required classes: Credit or registration for Business Administration 324 or 324H; and credit or registration for three semester hours of coursework in anthropology, psychology, or sociology.

Grade Point Average 2.0 or better

Expected skills: Writing skills, including grammar and mechanics
Presentation skills, including knowledgeable and conversational delivery
(i.e., no memorized speeches, no reading from notes)

PRIMARY TEXTBOOK

Kreitner, R. & Kinicki, A. (2010). *Organizational Behavior* (9th Edition). New York: McGraw Hill Irwin. You may purchase either the loose-leaf or hardback copy from any source, including directly from the publisher. The instructor may assign other readings throughout the semester.

COURSE OVERVIEW

The purpose of this course is to enhance your learning about people in organizations and to help prepare you to be an effective organizational leader. Many of the courses in the business curriculum teach you to manage information, money, and other material organizational resources. All of those skills will help you become a better manager. But it is your "people skills" that will ultimately have the most impact on your success as a leader. This course focuses on understanding the people who are the heart and soul of any organization – their actions and interactions and how they affect the organizations in which they work. The class also seeks to increase your awareness of your own skills and strengths as an organizational leader. In this course a special emphasis is placed on the growing importance of teams in organizations and how to work with them.

COURSE OBJECTIVES

By the end of this semester, the course should help you to:

- Improve your ability to work with and through other people
- Develop your ability to work effectively with people who have different values, backgrounds, or areas of expertise
- Enhance your ability to lead others to succeed
- Develop critical analytical skills that will help you diagnose problems in organizations, assess strengths and weaknesses, and generate effective solutions to problems

MCCOMBS CLASSROOM PROFESSIONALISM POLICY

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the business program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. Lack of preparation affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and discussion are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to email, instant messaging each other, and otherwise not devoting their full attention to the topic at hand, they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Students who want a better understanding of the material or want to explore the issues in more depth are deprived of others' contributions. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing (or the buzzing) in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need), please inform the professor prior to class.
- **Late Policy.** Late assignments will not be accepted unless arrangements with Dr. Riekenberg have been made in advance of the due date or if the student has a verifiable emergency (e.g., medical, death in the family, court date). Assignments should only be emailed to Dr. Riekenberg in the case of an emergency. Do not put off completing or printing assignments until the last minute when problems may arise.
- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from Blackboard.

UNIVERSITY POLICIES RELEVANT TO MAN 336 STUDENTS

Academic Integrity (Please read very carefully)

The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business, available online at http://www.mcombs.utexas.edu/udean/Scholastic_Responsibility.asp

Academic Integrity (continued)

One of the provisions of this statement reads as follows:

“The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website (<http://deanofstudents.utexas.edu/sjs/>) or the *General Information Catalog* to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.”

MAN 336 instructors will follow and enforce the provisions of the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. You are responsible for reading, understanding and following the Policy Statement on Scholastic Dishonesty for the McCombs School of Business and the policies and procedures on scholastic dishonesty on the Student Judicial Services website. Included in these responsibilities is the responsibility for understanding what actions constitute scholastic dishonesty.

You may not use any resources, including, but not limited to books, computers, databases, etc. for out-of-class assignments if using such resources constitutes one or more acts of scholastic dishonesty, as defined in the *General Information Catalog* or as described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By way of example and not by limitation, you may not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.

Students should be aware that all required writing assignments may be submitted through a software program called SafeAssign on Blackboard. The software is designed to help faculty and students organize and improve the writing process by encouraging original submissions and proper citation practices.

Class Websites and Student Privacy

Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For more information, visit the Registrar's website at <http://www.utexas.edu/student/registrar/faq.html#directory>

Services for Students with Disabilities

"The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY."

Religious Holidays

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Review this policy at <http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religion>

ATTENDANCE & CLASS CONTRIBUTION

Attendance will be taken each class meeting. If your absences exceed two days for this TTh course, your final grade is impacted by a minimum of a 1% deduction of your final grade per absence. I reserve the right to fail students whose absences exceed five TTh classes.

This course is taught in an experiential workshop format, therefore class attendance and participation are very important to your learning. Each of you has valuable organizational experience, and that experience will provide different perspectives on the concepts discussed. As you will see both in your teams and in class, a sizeable portion of your learning will be dependent upon listening to, interacting with, and discussing issues with your peers. Moreover, this course demands analysis, synthesis and evaluation of those concepts for a variety of situations and applications. To this end, active discussion is required in order to permit the exploration of ideas. As a member of this class, it is part of your responsibility to actively contribute to the learning of your peers.

Some of the things that have an impact on effective class participation and contribution are the following:

- *Is the student a good listener? Does the student give the person speaking his or her full attention?*
- *Do the student's comments reflect an understanding of what previous students have said?*
- *Are the points that are made relevant to the discussion? Are they linked to the comments of others?*
- *Do the comments add to our understanding of the situation?*
- *Do the comments show evidence of analysis of the concepts being discussed?*
- *Does the student distinguish among different kinds of data (e.g., facts vs. opinions.)?*
- *Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)*
- *Is the student willing to interact with other class members?*
- *Does the student show professionalism in the classroom?*
- *Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?*

ASSESSMENT

Like all of your other business school courses, this is a rigorous class. You should expect to work hard. In order to attain an "A" grade, you must demonstrate insight and creativity that goes over and above the stated requirements. "A" grades are reserved for truly exceptional contributions. Your final grade in the course will be based on the total points earned on the assignments.

The following plus/minus scale will be used to determine final course grades:

- A 93.0 and above
- A- 90.0-92.9
- B+ 87.0-89.9
- B 83.0-86.9
- B- 80.0-82.9
- C+ 77.0-79.9
- C 73.0-76.9
- C- 70.0-72.9
- D+ 67.0-69.9
- D 63.0-66.9
- D- 60.0-62.9
- F 59.9 and below

Please note: I do not round up or use a curve in this course.

PEDAGOGICAL PURPOSE

The learning goal of the course is to develop your management skills as an organizational leader, thus it is important that you understand organizational behavior beyond just the knowledge of facts. Educational psychologist Benjamin Bloom (1956) developed a taxonomy of educational objectives that includes *knowledge, comprehension, application, analysis, synthesis, and evaluation*. The assignments are designed to tap all of those categories in examining your learning in the course.

My goal is to create a high-quality learning environment where students actively participate and engage with course material. While I provide the structure and guide the content for this course, students are responsible for learning through their thorough preparation and active participation in class, in their integration of course concepts to real world and personal experiences, and in their reflection on experiences outside of class. I combine formal lectures, group discussions, and in-class exercises to provide multiple opportunities for learning. I also provide multiple opportunities for students to demonstrate their learning.

Since your organizational experience is somewhat limited at this stage of your career, I will do the best I can to create activities that help you apply the theories you are learning to the real world. So the goal is not to torture you with obtuse and obscure assignments for a grade. The goal is that you learn as much as possible about organizational behavior that you can actually use in your own life. It is my hope that you will find each exercise educational and useful, as well as enjoyable. If not...you can console yourself with how long it's going to take me to grade your work.

POINT VALUE FOR WORK IN DR. RIEKENBERG'S COURSE

Individual Assignments (60%)

Two OB Today Executive Summaries & Discussions (50 pts each)	=	100 points
Cross-Cultural Interview Report	=	100 points
Two Brief Individual Presentations (50 pts each)	=	100 points
Two Reflection Papers (50 pts each)	=	100 points
Two Exams (100 pts each)	=	200 points

Team Assignments (35%)

Service Learning Presentation	=	150 points
Service Learning Report	=	150 points
Team Participation Evaluation		50 points

Class Attendance & Participation (5%)

Items considered:	=	50 points
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- Attitude toward course, peers, instructor
- Evidence of preparation for assignments
- Participation in class
- Small group work during class
- Professional approach to learning
- Respect for diversity and everyone's ideas
- Behavior consistent with successful business people

Total

1000 possible points

DESCRIPTION OF REQUIREMENTS

All papers are submitted both in hard copy & via SafeAssign and are formatted as follows: single-spaced, Times New Roman 12-point font, 1" top & bottom margins and 1.25" side margins.

OB Today: Two Executive Summaries & Discussion (10%)

The goal of this assignment is to help you connect OB theory with what is happening in today's business world. Read the current business press (e.g. Wall Street Journal, Fortune, Business Week, NY Times Business Section, etc.) or scholarly publication (e.g. Journal of Organizational Behavior, Human Resource Management, Journal of Occupational Psychology, Employee Relations, Academy of Management Review, Journal of Business Ethics, etc.). Identify an article published within the past year, with a subject that is relevant to one or more of the course topics.

Prepare a 1-page executive summary, using headings & graphic highlighting that includes:

- a complete citation (author, date, title, source), using APA format
- an introduction that clearly identifies the purpose(s) of the article
- a brief synopsis of what the article discusses

On a second page write a brief (2-3 paragraph) discussion linking course concepts to your article (these theories can either support or contradict the author's assertions). Staple this second page and your article behind your ES.

Cross-Cultural Interview (10%)

The purpose of this assignment is to increase your awareness and understanding of difference and the related theories. This assignment involves a written analysis of an interview with someone from a cultural group different from your own about their experience working for an organization. Typical cultural differences include gender, ethnicity, age, and sexual orientation. You may not use anyone who is in your class as an interview subject.

Generally, the most learning occurs when the person is as different from you as possible. You should address the following questions at a minimum:

- How would you show respect when doing business?
- What would you consider to be very rude business behavior?
- What would you consider unethical in conducting business?
- What differences do you perceive between yourself and members of other cultural groups in the workplace?
- What aspects of your culture or identity do you suppress at work and why?
- What aspects of your culture or identity can you use in your work with others?

Your written analysis should include a summary of the person's responses, as well as reflections about your own learning. The emphasis should be on what *you* learned from the interview. Be sure to use theory from your text to compare your experience with your interviewee's experience. The paper should be no longer than three pages. Grading will be based on how well you link theory to what your interviewee told you and your critical reflection on your own learning.

Two Individual Presentations (10%)

The goals of this assignment are to provide a direct link between OB theories and current events, allow students the opportunity to do additional research/investigation into a topic of interest, and provide practice in presentation development and execution.

- **Presentation #1: Conflict & Negotiation.** Students will prepare a 5-minute presentation & class discussion that relates theories discussed in class to real world examples of conflict and negotiation in business situations. You may use PowerPoint, overheads, the whiteboard, etc. to support your presentation. This is not required, but recommended.

Three ways to research your Conflict & Negotiation presentation are:

- Research the current business press to identify an article, published within the last year, that is relevant to topics discussed in class or in your textbook. You may **not** use the same articles that you used for the Executive Summary assignments.
 - Interview an organizational member (any company, may be conducted in person or by phone) who has real world experience with a business conflict or negotiation situation.
 - Analyze a company policy, practice, structure, or culture (for this option, the company will typically need to be one you work for and know well) utilizing one or more theories or models covered in the class discussions or in your textbook.
- **Presentation #2: Top Take Away.** Students will prepare a 1-2 minute informal presentation about your most important learning from the course. This is simply an opportunity to reflect on your learning with your peers. Sometimes hearing what is important to other people can also contribute to your own learning. Visuals are not required, but can be used if you think it will help your audience better understand your learning.

Two Reflection Papers (10%)

The goal of the reflection papers is to give you an opportunity to synthesize what you are learning and demonstrate how a theory or concept informs your understanding of a situation.

- **Paper #1: Smartest Guys in the Room.** Write a 2 page paper where you (1) analyze the organizational culture and resulting behavior at Enron, (2) discuss the ethical implications of the Enron debacle, and (3) propose recommendations to avoid Enron's problems should you encounter such a situation in your work life.
- **Paper #2: Top Five Take-Aways.** Reflect on your learning in this class and write up a list of your Top Five Take-Aways from the course, using headings and graphic highlighting. Explain why you chose each concept, how you have utilized it in your own life, and how you think it will help you in your future role as a leader. There is no set length of the paper. That depends on your learning. Obviously you will not be graded on whether your choice of a learning point is valid or not. Your learning is your learning. Your grade will be based on how well you explain that concept's application to your life.

Team Service Learning Project (35%)

Purpose: this project is the largest collaborative learning activity for the course. Class members will work in teams of five to six people to conduct a service project. The team will choose an organization with which to work. The organization can be a business, university organization, or other nonprofit organization. The UT Volunteer & Service Learning Center maintains a list of non-profit organizations that would benefit from student volunteers. Go to <http://volunteer.truist.com/ut/volunteer/>, select your criteria, and look at the Opportunities List for suggestions. The team should work with an organizational sponsor to select a project that will contribute positively to the mission of that organization. The project should be one that can be completed during the course of the semester and *take no more than 8 hours of each team member's time.*

One goal of this assignment is obviously to take the initiative to make a positive contribution to an organization and the community. Another major goal is to provide an opportunity for you to learn more about organizational behavior first-hand and to use your critical thinking and reflection skills to link your experience with this organization to your learning in relation to organizational behavior theory. The final goal is to provide a forum for you to hone your skills as a team member and leader and to reflect on the learning gained from this team experience. Each team will make a presentation to the class and write a report that describes what you did for the organization, what you learned about organizational behavior, and what you learned about working on a team.

Deliverables: Each team will organize a presentation, write an informal report, and evaluate all team members. Details for each deliverable are described below.

- **Team Presentation:** each presentation should be 12-15 minutes long and should include remarks by all team members. In the presentation, you should share your learning from your project. You will be graded on your application of organizational behavior theory to your experience working with this organization and with this team, as well as your use of creativity in the presentation itself. Remember — **don't bore us!**

- **Team Report:** Each team writes an informal report, organized to use headings, graphic highlighting, and paragraphs that (1) briefly summarizes your selected organization and project, (2) answers the following questions, and (3) assesses individual learning.

1. What criteria were used in selecting an organization and project?
2. How was leadership negotiated in the team?
3. How was work divided?
4. What was the most difficult conflict to resolve and how did you resolve it?
5. How were cross-cultural and diversity issues negotiated?
6. What is the team most proud of about this project?
7. What would your team do differently on this project if you could do it again?
8. What criteria should be utilized to evaluate the team?
9. According to the criteria you selected, how do you evaluate the team's performance?
10. Should every member receive the same grade? Why or why not?

In separate paragraphs each member of the team should also reflect on your own learning from this experience. The questions to ask yourself about this project are:

1. What did I learn about working on a team?
2. What did I learn about myself from this experience?
3. What will I do differently as a team member on future teams?

- **Peer Assessment:** each team member will assess the performance of all team members for the project. Peer assessments are not included in the report, but are done anonymously. The instructor may share feedback with the team, but not who provided it.

COMMON MISTAKES

There are two primary mistakes that many students make on assignments:

(1) **Lack of Critical Thinking.** In evaluating your critical thinking in relation to organizational behavior, it is important that I be able to see the theories of the course reflected in your work. What are the primary theories you think are important in relation to the questions asked? What is your rationale for choosing those particular concepts? For example, assume you are asked a question about how you will utilize teams in your organization. One error would be not putting enough detail about theory in your response. Just saying, "I want to be a strong team leader," or "I will use Tuckman's stages of team development as a team leader," is not sufficient. I need enough detail to know that you understand the concepts and are using them appropriately in the situation. The opposite mistake of doing a "data dump" is also a danger. Just dumping every theory you've ever heard of into an answer without explanation or connecting it to your own experience is also an error.

Critical thinking involves examining each theory in terms of its logic, its rationality, and its usefulness to you as a leader. Just blindly accepting whatever the textbook or professor says without intellectually wrestling with it and assessing the significance of it to your own life is of no value to you. Instead, as a critical thinker you need to actively analyze each concept for its usefulness to your own life as a leader.

(2) **Lack of Critical Reflection.** Linking theory to your own life is very important. What concepts resonate for you that you think you will really use in the future? How will you apply those theories to your work as a leader? Test the theory in your own life. The most common mistake in critical reflection on assignments is not explaining how you will use your learning in your own work. Choosing a theory that is inappropriate to your situation is also an error. For example, saying you will set up self-managed teams when the business you've chosen only employs you and an office manager would show a mismatch between the theory and your application of it.

Critical reflection involves questioning the assumptions of the course, and what is even more difficult to do, questioning your own assumptions in light of new information. Critical reflection is crucial in organizational behavior because there is so much data that you have to make choices about what theories you will actually attempt to apply in your own life.

MAN 336 Organizational Behavior – Spring 2011

Instructor – JJ Riekenberg, Ph.D.

E-mail: JJ.Riekenberg@mcombs.utexas.edu

Phone Number: 471-8051

Office: GSB 4.126J

Office Hours: M W 2:00-3:30 p.m., T Th 1:30-3:00 p.m. & by appointment. Additional office hours can be arranged by appointment Monday –Thursday. E-mail is a good way to contact your instructor for quick answers for your questions! Your grader can meet with you to review assignments in my office.

Class Schedule

Be sure to read assigned chapters thoroughly and review the exercises provided in the textbook. All assignments are word processed unless otherwise specified.

Date	Assignments Due	Class Activities
T 1/18		Introduction to Course Meet classmates; self-introductions
Th 1/20	K & K Chapters 1 & 17	Discussion: What is OB & why does it matter?
Friday, January 21 Last day for official add/drop of courses		
T 1/25	K & K Chapters 5 & 6 MBTI free test http://similarminds.com/myers-briggs-jung.html MBTI descriptors http://www.personalitypage.com/high-level.html Learning styles questionnaire http://www.engr.ncsu.edu/learningstyles/ilswweb.html	Individual Differences MBTI & Learning Styles Discussion In-class exercise
Th 1/27	K & K Chapter 2 & 4	Diversity
T 2/1	K & K Chapter 7 OB Today Executive Summary #1	Stereotypes & Inclusion
Wednesday, February 2 = 12th Class Day Last day to add or drop a course CAREER EXPO – UT RecSports Center 10:00 a.m. - 3:00 p.m. Professional dress required.		
Th 2/3	K & K Chapter 10	Group Dynamics In-class exercise
Mock Interview Marathon Thursday, February 3 – 10:00 a.m. - 3:00 p.m.		
T 2/8	K & K Chapter 11	Teams In-class exercise
Th 2/10	Kerns Article (on Blackboard)	Ethics Dilemma Discussion Team Member Assignments Presentation date sign-up Conflict & Negotiation Presentations
T 2/15	K & K Chapter 12	Smartest Guys in the Room, pt 1 & Discussion

Date	Assignments Due	Class Activities
Th 2/17	K & K Chapter 13	Smartest Guys in the Room, pt 2 & Discussion
T 2/22	Exam 1	<i>In class written exam</i>
Th 2/24	K & K Chapter 8 & 9 Reflection Paper #1	Motivation In-class exercise
T 3/1	K & K Chapter 14	Conflict & Negotiation Presentations
Th 3/3		Conflict & Negotiation Presentations
T 3/8		Conflict & Negotiation Presentations
Th 3/10	Cross-Cultural Interview	Cultural Panel Discussion
March 14 – 18 SPRING BREAK No Classes		
T 3/22	K & K Chapters 3 & 15 OB Today Executive Summary #2	Organizational Culture Influence & Power
Th 3/24	Service Learning Project	Team Workday
T 3/29	K & K Chapters 16 & 18	Leadership and Change & Stress
Th 3/31	Service Learning Project	Team Workday
T 4/5	Exam 2	<i>In class written exam</i>
Th 4/7	Service Learning Project	Team Workday
T 4/12	Service Learning Project	Technical Rehearsal & Team Workday
Th 4/14	Team Presentations	Audience Q & A
T 4/19	Team Presentations	Audience Q & A
Th 4/21	Team Presentations	Audience Q & A
T 4/26	Service Learning Report	Team Evaluations: In-class written assignment
Th 4/28		Top Take Away Presentations
T 5/3		Top Take Away Presentations
Th 5/5	Reflection Paper #2 Top 5 Take-Aways	Top Take Away Presentations

FINAL EXAM SCHEDULE FOR SPRING 2011:

TTh 9:30-11:00

Saturday, May 14

7:00 p.m. – 10:00 p.m.

Changes in this schedule can occur due to guest speakers, visiting VIPS, delay of assignments, etc. It is your responsibility to keep up with any changes in the class schedule.

MAN 336 Grade Recording Sheet – Spring 2011

Name: _____

Keep this record sheet and all your assignments in case of questions.

Activity **Possible Points**

Individual Assignments (60%)

Two OB Today ES & Discussion (50 pts each)	100	_____
Cross-Cultural Interview Report	100	_____
Two Individual Presentations (50 pts each)	100	_____
Two Reflection Papers (50 pts. each)	100	_____
Two Exams (100 pts. each)	200	_____

Team Assignments (35%)

Service Learning Presentation	150	_____
Service Learning Report	150	_____
Team Participation Evaluation	50	_____

Class Attendance & Participation (5%) **50** _____

Items considered:

- Attitude toward course, peers, instructor
- Evidence of preparation for assignments
- Participation in class
- Small group work during class
- Professional approach to learning
- Respect for diversity and everyone's ideas
- Behavior consistent with successful business people

TOTAL POSSIBLE POINTS **1,000**

The following plus/minus scale will be used to determine final course grades:

A 93% and above	C 73.0-76.9%
A- 90.0-92.9%	C- 70.0-72.9%
B+ 87.0-89.9%	D+ 67.0-69.9%
B 83.0-86.9%	D 63.0-66.9%
B- 80.0-82.9%	D- 60.0-62.9%
C+ 77.0-79.9%	F 59.9% and below

A curve is not used in this course.