

MGMT 5140.501 ORGANIZATIONAL BEHAVIOR***

Frisco 128

Fall 2019

Tuesday, 5:00 to 6:20 p.m. (face-to-face component)

“Continuous improvement is better than delayed perfection.” Mark Twain

Instructor: Dr. Joan C. Hubbard

Physical Office: BLB 394F

Phone: 940-565-3038 (office)

E-mail: joan.hubbard@unt.edu

Physical Office Hours: Monday, 12:00 to 1:45 p.m. (Denton campus)
Tuesday--4:30 to 5:00 p.m.; 6:30 to 7:00 p.m. (Frisco campus)
Or by appointment, e-mail, or chatroom

Note: *The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. My office hours and office number are shown on this syllabus. University policy requires that students notify their instructor within the first week of class that an accommodation will be needed.*

CANVAS is committed to making certain that online courses are open and accessible to people with disabilities. As a result, CANVAS complies with Section 508 of the US Rehabilitation Act of 1973, enabling people with disabilities and using assistive technologies, such as screen readers, to fully use the software. CANVAS has worked with the Adaptive Technology Resource Centre (ATRC) at the University of Toronto on compliance requirements.

In a hybrid (blended) course, the class will meet face-to-face part of the time while using an online learning environment for completing other course activities and assignments. additional assignments are posted online for additional lecture material.

PLEASE REFER TO MY.UNT.EDU FOR IMPORTANT DATES.

*****Instructor Reserves the Right to Make Changes to this Syllabus, if necessary**

Course Objectives

1. To study human behavior in organizations at the individual and group level including the topics of international organizational behavior, research methods, individual differences, perception, attribution, motivation, leadership, communication, decision-making and performance, and stress.
2. To recognize key qualities and characteristics of leadership.
3. To become familiar with research on selected topics in organizational behavior.
4. To articulate and discuss emerging issues in organizational behavior.
5. To explain organizational effectiveness in terms of culture, structure, and change.

Required Text

ORGANIZATIONAL BEHAVIOR: IMPROVING PERFORMANCE AND COMMITMENT IN THE WORPLACE (6th edition) by Colquitt, LePine, and Wesson.. Published by McGraw-Hill Education. 2019. ISBN: 978—1-259-92766-9

No CONNECT access is required for this class.

Choice of Books for Analysis (Select only one)

Managing a Non-Profit Organization: Updated Twenty-First Century Edition by Thomas Wolf (2012 Free Press)

The Virtual Manager: Cutting-Edge Solutions for Hiring, Managing, Motivating, and Engaging Mobile Employees by Kevin Sheridan (2012 Career Press)

Delivering Happiness: A Path to Profits, Passion, and Purpose by Tony Hsieh (2013 Business Plus Publishing)

Strengths Based Leadership: Great Leaders, Teams, and Why People Follow by Barry Conchie and Tom Rath (2009 Gallup Press)

Carrots and Sticks Don't Work: Build a Culture of Employee Engagement with the Principles of RESPECT by Paul L. Marciano (2010 McGraw-Hill)

The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People by Gary Chapman and Paul White (2012 Northfield Publishing)

What Successful People Know about Leadership by John C. Maxwell (2016 Center Street--Hachette Book Group)

In-N-Out Burger: A Behind-the-Counter Look at the Fast-Food Chain That Breaks All the Rules by Stacy Perman (2009 HarperCollins)

Book Analysis: Each person will be required to select one of the books listed on page 3 of the syllabus and write a review of 5 chapters. You will submit a one-page (maximum) summary of the book itself to introduce the reader (me) to the essence of what the book is about, a one-page (maximum) conclusion of what the book has actually said and its value to readers.

There will be a TOTAL of 9 pages: (1) Cover page—make it interesting!; (2) Table of Contents-Chapter number and title, page; (3) Introduction; (4, 5, 6, 7, 8) chapter analyses; (9) conclusion.

The “meat” of the analysis consists of five (5) chapters of your choice in the book, which will provide:

- An overview/synopsis of the chapter
- A bulleted list of four to five key “take-aways” (major points) from the reading. Please be **grammatically consistent** with these bullet points!
- Your opinion on how you Agree/Disagree with **each** of the “take-aways” and **support your position** with two to three (maximum) concrete and convincing reasons based on what you have learned in class or in your professional experience
- A 12-pitch Times New Roman font

See examples I have posted on your homepage.

Course Policies and Procedures

Please refer to the syllabus, the bulletin board, and the calendar for specific information about this class. If you have questions, please e-mail me (joan.hubbard@unt.edu). I will post your question and my answer on the bulletin board for you and the rest of the class to read. I don't access messages sent via CANVAS.

Online Testing. *Because of your scheduling challenges, transportation issues, and other personal situations, I have chosen to administer all chapter quizzes and exams online through CANVAS. That way, you can take the exams more conveniently, without having to drive to campus on that night. (If you have internet issues, you will need to send me a screen shot so I can determine whether or not to reset your exam or quiz.)*

I will also include questions on the major exams that relate to the lecture, to additional media readings/videos, and team presentations.

Assignments/Activities: Assignments/Activities are intended to help students actively process (e.g., analyze, synthesize, and evaluate) chapter content.

Part of an effective class is the synergy created with peers discussing course topics. Your assignments require that you participate in online discussions. Our course calls these participation/discussions: Questions for Discussion (QFD). Our QFD online discussions require you to post an Original Response to all of the question(s) I have posted as part of online chapter assignments, and you must Reply to one of the answers a classmate (i.e. peer) has posted. As part of your course grade, you are required to post at least 16 Original and 16 Reply postings (i.e., Chapter 4: 1 original and 1 reply posting) on the discussion area of CANVAS. All QFD postings are time-sensitive as indicated in the syllabus. No discussion credit will be given if you do not post timely responses to the QFDs. No partial credit -- you must make both posts and answer all questions to receive credit for the week's QFDs. Discussion credit (points) will be assigned as quickly as possible following the close of a discussion. Discussion Forums are intended to promote discussion between and among students. **THERE IS NO PROVISION FOR MAKING UP A MISSED QUESTION FOR DISCUSSION AND NO QUESTIONS FOR DISCUSSION WILL BE ADMINISTERED AT A TIME DIFFERENT THAN THAT PROVIDED IN THE COURSE SYLLABUS.**

To respond, simply click on REPLY to my discussion question(s) and enter your answer. Do not create a new Discussion thread. You will use the same "click on REPLY" in replying to a class-mate's post. (New threads are started when you hit "Compose [New] Discussion Message" and change the Subject Line.) **DO NOT START A NEW DISCUSSION THREAD (BY COMPOSING A NEW MESSAGE) WITHIN A DISCUSSION FORUM - REPLY ONLY TO MY OR SOMEONE ELSE'S POST(S).**

REMEMBER THAT IT TAKES 2 POSTED RESPONSES TO RECEIVE FULL CREDIT. IF YOU REPLY TO MY DISCUSSION QUESTION(S) BUT DO NOT POST A RESPONSE TO YOUR ONE OF CLASSMATE'S POSTS BY THE TIME STATED IN THE SYLLABUS, YOU WILL RECEIVE A ZERO FOR THAT ASSIGNMENT. All responses to my original post must contain a minimum of 125 words each; responses to a class member's response must contain a minimum of 100 words. *Anything less than this will not receive any credit.* Your responses should be much the same as if you were in a traditional classroom situation. *Substitutive material only!* **(Put your word count at the end of each post, with the specification that your post is either an ORIGINAL or a RESPONSE.)**

Public Discussion replies from me in our QFDs are unusual. A QFD reply post from me will be rare simply because of the volume involved. I do READ AND EVALUATE EVERY POST. I may reply to your post PRIVATELY. I will let you know PRIVATELY if you are not on the right track. Please do not be offended if I do not reply to your discussion post. I do reply to all emails you address to me.

I suggest that you save all messages/mail/posts until the end of the course. I do so I can prove what was/was not sent/received during the semester.

Although discussion posts are not accepted after specific dates and times, grades will NOT be posted until I read, evaluate & process all posts. This will usually be one week following the close of discussion. In other words, there is not an immediate return of QFD evaluation/grades as there is with exams.

NOTE: All assignments are due on the date listed in the syllabus. Please read carefully your assignment instructions in each course module and refer to the CANVAS calendar for specific dates. No assignments will be accepted or graded after the due time and date. This is a very good reason for you to develop and practice good time management skills! Further, it is strongly advised that you do not wait until the last minute to post your discussions. Technology doesn't always work when you want/need it to!

I use the date and time stamp listed on your submissions. No exceptions, no excuses.

NOTE: IF YOU ARE NOT IN CLASS, YOU WILL NOT BE ALLOWED TO PARTICIPATE IN THE WEEK'S QFD POSTINGS. THE ONLY EXCEPTION IS IF YOU HAVE A LEGITIMATE WORK-RELATED OR MEDICAL EXCUSE; I WILL THEN GIVE YOU AN ALTERNATE ASSIGNMENT.

Seminar Presentations: Each student will be required to present information relating to the chapters under discussion, either individually or in a team. The chapters will be available at a "first-come/first-served" basis. In addition to discussing relevant information in the chapter, you (and your team, if applicable) will be required to supplement chapter information with outside information!!!! Do NOT parrot the information or charts in the textbook!!!! Additionally, you need to involve the class with discussions and activities. I need the power point presentation, 2 QFDs, and 4 multiple-choice questions (with answers please) based on YOUR supplemental information (not textbook information) the day before your presentation so I can post on CANVAS. (I will use your questions on Exam 2.)

If you plan to use youtube or other videos to augment your presentation, PLEASE be mindful of appropriateness! Also—a youtube video that is longer than 3 minutes is probably not necessary. Profane language or suggestive material is not acceptable in a business (or academic) situation.

You have approximately 60-75 minutes for this assignment. YOU MUST FACTOR INTO YOUR PRESENTATION A CLASS EXERCISE, IN ADDITION TO AUDIENCE INTERACTION!!!!!! Please have as much audience participation as possible. It makes the learning process easier and more interesting.

One more thing—consider this presentation as sharing information, not as reading script or power point slides. I expect visuals, class participation, Q&A, etc. **DO NOT BORE US BY READING THE INFORMATION ON THE SCREEN OR ON YOUR NOTECARDS!!!!** Doing so will definitely have a negative impact on your grade for this presentation! (See rubric for CLASS PRESENTATIONS)

Use some creativity! You don't have to present every single section in your chapter, nor do I want you to do that. Your audience is expected to read the material before they are tested over it. Many times, the participation exercises give a better overview of the material if you tie in the exercise with the chapter.

Chapter Quizzes and Exams

Each online chapter quiz will consist of 5 multiple choice or true/false questions from textbook material. You will have 10 minutes to complete each quiz. No allowances will be made for a missed chapter quiz. If you miss it, you will be assigned a zero.

Two (2) timed exams will be administered online on the dates, at the times, and having the coverage and format indicated in the class schedule. Complete the exams without the help of anyone else. Each exam will consist of 50 multiple choice questions, and you will have 50 minutes to complete the exam. **THERE IS NO PROVISION FOR MAKING UP A MISSED EXAM AND NO EXAM WILL BE GIVEN AT A TIME DIFFERENT THAN THAT PROVIDED IN THE COURSE SYLLABUS, SO PLAN ACCORDINGLY.**

Availability. Exams will be available during (and only during) the time outlined in the Course Syllabus. Failure to take an exam during the scheduled availability period will result in your receiving a zero on the exam.

You can start your exam anytime in the "availability window" and still have the budgeted time to complete. If you have problems connecting or accessing your exam, call the **CANVAS/Learn Student Help Desk at: 940-565-2324** for immediate help.

After you are connected and started your exam during the availability window and have problems, **YOU MUST EMAIL ME IMMEDIATELY. Do not leave your testing area. I will get back to you with help.** IF YOU DO NOT ACCESS YOUR EXAM DURING THE WINDOW, I cannot help you. You have missed your exam. Do not wait until the last minute to assess your exam; you might miss the window and I cannot help you.

If you have a problem after accessing an exam, you will need to send me a screen shot of what you see. **I strongly suggest that you start at the earliest available time to assure you can get into the exam during the availability window.**

Duration, Beginning, Finishing. The maximum time allowed for an exam is 50 minutes. No answer will be allowed after this time allocation has expired. Only one (1)

exam attempt is allowed. Your completion time is measured from when you click "Begin Assessment" to when you click "Finish". Again, your 50 minutes begins when you click **BEGIN ASSESSMENT**. Once time has expired, you will not be able to save any more answers.

New Browser Window/Loading. The *quiz screen* will appear in a new browser window. Please allow the quiz to load completely before attempting to do anything else.

Exam Instructions. Read all exam instructions carefully! Among other directions, the exam Instructions will read: "Please read each question carefully. You can return to any question to change the answer. To do so, you will need to select the radio button associated with the question # on the right side of your screen to view the question and change the answer. You can change your answers before you submit your exam, but not after. You can revisit each question by clicking on the buttons on the right side of your exam."

Question Delivery. The questions will be delivered one question at a time. Any question can be revisited during the time limit. The questions may be answered in any order. If you wish, you may revisit questions after you have answered them.

Exam Scores Not Immediately Released. Exam score will NOT be released until (1) the availability period has ended, and (2) all questions have been graded, Further, the posting of exam grades under your "MyGrades" icon may vary from one (1) hour after availability ends to no later than 24 hours following the exam.

Exams Not Returned. If you want to see or go over your exam, you may come to my office during my scheduled Conference Hours.

What action do you take when you are ready to start an Exam? Click on the Assessment word shown on the toolbar from your course's Home Page. When you are ready to start, you will click on Begin Assessment shown below the summary information. You will proceed to answer each question and Save by clicking on the word, Save. After you have answered all the questions, you must click on the word, Finish. You will be prompted by a question "if you are sure you wish to submit" your quiz/exam.

Answering questions. To save your answer to a question, click Save answer. This will ensure that any work you have done is not lost in the event of any technical problems (see Troubleshooting below). This also allows you to revisit questions and make changes.

Submitting the exam for grading. To submit the exam for grading, click Finish. A confirmation message appears. Click OK. The Quizzes and Surveys screen appears. You must click OK for your exam to be submitted for grading.

Troubleshooting. Enable JavaScript and TURN POPUP BLOCKERS OFF BEFORE YOU BEGIN THE EXAM. Since questions open in a new window (popup) YOU WILL

NOT BE ABLE TO SEE THE EXAM OR QUESTIONS IF POPUP BLOCKERS ARE ENABLED. Set your browser to check for newer versions of pages every time. CANVAS/Vista Student Help Desk personnel will help you with your JavaScript and Popup Blockers if you will call while you are 'in front of your computer'. Again, if you take the exams from your personal, home, or office computer, you are responsible for the software, service provider connections.

Study Tips. You must be prepared for Exams to do well on them. Try to answer as many questions as possible WITHOUT referring to the book or your notes. I DOUBT THAT YOU WILL HAVE TIME TO EFFECTIVELY "LOOK UP" THE ANSWER TO MORE THAN 1-2 QUESTIONS -- you simply will not have time to do so. Said another way, you must know the material well enough to answer the question the first time around without going to the book if you are going to complete the exam within the time limit. It goes without saying that you should have complete peace and quiet as you take your exam.

Good Luck!!

Please consider this class as your "job" when it comes to assignments, quizzes, exams, and projects and the due dates/times. I know you have a personal life, but what would your boss say or do if you asked for an extension on a project because you had a flat tire on the way home or your grandmother was in the hospital, so you couldn't complete the assignment on time? You've had several weeks to complete the assignment, so I doubt if your boss will be very sympathetic. Neither will I. I feel I give you ample time to complete all assignments IF you practice effective time management.

Assignments and Grading Scale

12 Online Questions for Discussion (QFDs) @ 5 pts. (1 response; 1 reply)—60 pts.

One workshop/seminar presentations @ 50 points possible—50 pts.

15 chapter quizzes @ 5 points—75 pts.

2 exams @ 100 points—200 pts.

Book analysis @100 points—100 pts.

GRADING SCALE

- 437-485 A
- 388-436 B
- 340-387 C
- 291-339 D
- Below 290 F

Tentative Schedule for Course***

****Instructor Reserves the Right to Make Changes to this schedule, if necessary*

| <u>DATE</u> | <u>TOPIC</u> | <u>INSTRUCTIONS, POSTING DEADLINES, AND TEXT READING</u> |
|--------------------|---|---|
| August 27 | Course Overview (See syllabus) Chapter 1: Introduction to Organizational Behavior <i>Discussion about presentations and book analysis</i> <i>Teams selected for presentations.</i> Dr. Hubbard presents | Chapters 1, 2, 3, 4, 6, 8 and 9 quizzes will close on <u>Sunday, October 6 at 10:00 p.m.</u> Be sure to read/view additional media articles/videos presented for each chapter o CANVAS. NOTE: PLEASE BE AWARE OF CANVAS POSTINGS REGARDING MAINTENANCE. |

| | | |
|---|---|---|
| September 3 | Chapter 9: Personality and Cultural Values Dr. Hubbard presents | QFD 1 due on or before Sunday, September 8 by 10:00 p.m. |
| September 10 | Chapter 2—Job Performance Dr. Hubbard presents | QFDs 2 due on or before Sunday, September 15 by 10:00 p.m. |
| September 17 | Chapter 8—Learning and Decision Making Dr. Hubbard presents | QFD 3 due by or before Sunday, September 22 by 10:00 p.m. |
| September 24 | Chapter 3: Organizational Commitment Chapter 4: Job Satisfaction Dr. Hubbard presents | ***QFDs 4 & 5 due by or before Sunday September 29 by 10:00 p.m. (Note: 2 QFDs this week!!!!!!) |
| October 1 | Chapter 6: Motivation Dr. Hubbard presents Further discussion about upcoming exam, individual chapter presentations, and book analysis. | QFD 6 due by or before Sunday, October 1 by 10:00 p.m. |
| Monday, October 7 & Tuesday, October 8 | <i>EXAM #1: CHAPTERS 1, 2, 3, 4, 6, 8, 9 IN ADDITION TO MEDIA ARTICLES, VIDEOS, LECTURE MATERIAL</i> | EXAM WILL OPEN ON MONDAY, OCTOBER 7 AT 8:00 a.m. AND CLOSE ON TUESDAY, OCTOBER 8 AT 8:00 p.m. Chapters 5, 7, 10, 11, 12, 13, 14, and 16 quizzes will close <u>on Sunday, December 1 10:00 p.m.</u> TAKE NOTE OF ANNOUNCEMENTS POSTED ABOUT CANVAS MAINTENANCE. |
| October 15 | <i>Workshop presentation by students</i> Chapter 5: Stress | QFD 7 due by or before Sunday, October 20 by 10:00 p.m. |

| | | |
|---|---|--|
| October 22 | <i>Workshop presentation by students</i> Chapter 7: Trust, Justice, and Ethics | QFD 8 due by or before Sunday, October 27 by 10:00 p.m. |
| October 29 | <i>Workshop presentation by students</i> Chapter 10: Ability | QFD 9 due by or before Sunday, November 3 by 10:00 p.m. |
| November 5 | <i>Workshop presentation by students</i> Chapters 11 and 12: Teams | QFD 10 due by or before Sunday, November 10 by 10:00 p.m. |
| November 12 | <i>Workshop presentation by students</i> Chapters 13 and 14: Leadership | QFD 11 due by or before Sunday, November 17 by 10:00 p.m. |
| November 20 | <i>Workshop presentation by students</i> Chapter 16: Organizational Culture | QFD 12 due by or before Sunday, November 24 by 10:00 p.m. Book Analysis due tonight. |
| November 26 | NO CLASS. PREPARE FOR EXAM #2 | |
| Monday, December 2 and Tuesday, December 3 | EXAM #2: CHAPTERS 5, 7, 10, 11, 12, 13, 14, and 16 IN ADDITION TO MEDIA ARTICLES, VIDEOS, LECTURE MATERIAL | EXAM WILL OPEN ON MONDAY, DECEMBER 2 AT 8:00 a.m. AND CLOSE ON TUESDAY, DECEMBER 3 AT 8:00 p.m. Book Analysis reports will be available at the information desk in Frisco after December 11. Please take yours if you want it; otherwise, it will be thrown away at the end of the semester. |

EXAM SCHEDULE

| | |
|--|--------|
| Exam available Monday, October 7 from 8:00 a.m. to Tuesday, October 8, 8:00 p.m. | Exam 1 |
| Exam available Monday, December 2 from 8:00 a.m. to Tuesday, December 3, 8:00 p.m. | Exam 2 |

CHAPTER QUIZ SCHEDULE

| | |
|---|---|
| Quizzes close on Sunday, October 6 at 10:00 p.m. | Chapters 1, 2, 3, 4, 6, 8 and 9 |
| Quizzes close on Sunday, December 1 at 10:00 p.m. | Chapters 5, 7, 10, 11, 12, 13, 14, and 16 |

QFD SCHEDULE

| QFD NUMBER | DUE DATE |
|----------------------------|------------------------------------|
| QFD #1 (Chapter 9) | Sunday, September 8 by 10:00 p.m. |
| QFD #2 (Chapter 2) | Sunday, September 15 by 10:00 p.m. |
| QFD #3 (Chapter 8) | Sunday, September 22 by 10:00 p.m. |
| QFD #4 (Chapter 3) | Sunday, September 29 by 10:00 p.m. |
| QFD #5 (Chapter 4) | Sunday, September 29 by 10:00 p.m. |
| QFD #6 (Chapter 6) | Sunday, October 6 by 10:00 p.m. |
| QFD #7 (Chapter 5) | Sunday, October 20 by 10:00 p.m. |
| QFD #8 (Chapter 7) | Sunday, October 27 by 10:00 p.m. |
| QFD #9 (Chapter 10) | Sunday, November 3 by 10:00 p.m. |
| QFD #10 (Chapters 11 & 12) | Sunday, November 10 by 10:00 p.m. |
| QFD #11 (Chapters 13 & 14) | Sunday, November 17 by 10:00 p.m. |
| QFD #12 (Chapter 16) | Sunday, November 24 by 10:00 p.m. |

IMPORTANT DATES FOR FALL 2019

| | |
|--------------|--|
| August 26 | First class day |
| September 10 | Student may drop a course with a grade of W by completing the Request to Drop Class form and submitting it to the Registrar's Office.* |

October 4 Last day for change in pass/no pass status.
November 4 Last day to drop a course.*
November 11 Beginning this date a student who qualifies may request a grade of I, incomplete. (See “Grading system” in the Academics section of this catalog.)
November 22 Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office. Grades of W are assigned.*

November 28-Dec. 1 THANKSGIVING BREAK—NO CLASSES

- Commencement Information available at: <https://commencement.unt.edu/>
- For those graduating, be sure to check the application deadline at the beginning of the semester.

*See important information about dropping classes or withdrawing from the university.

MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

Newsweek, June 17, 1996, p. 16

It was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"

After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

*Many
students
wheedle for a
degree
as if it were a
freebie T
shirt*

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school

despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grouching 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.

STUDENT WORKSHOP RUBRIC

| | 5 | 4 | 3 | 2 | 1 | 0 | |
|---|--------------------|------------------|------------------|-------------|-------------|-------------|-----------|
| COMMUNICATION SKILLS | <i>Outstanding</i> | <i>Excellent</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>NA</i> |
| 1. Were the handouts/slides easy to read & interpret and reinforce/add to the presentation? | | | | | | | |
| 2. Did the presentation follow a logical and interesting sequence? | | | | | | | |
| 3. Did the student clearly explain the chapter concepts? | | | | | | | |
| 4. Was the presentation pace appropriate ? | | | | | | | |
| 5. Did the student speak clearly with no "verbal fillers/filled pauses"? | | | | | | | |
| KNOWLEDGE BASE | | | | | | | |
| 6. Was the chapter and additional literature thoroughly reviewed and presented? | | | | | | | |
| 7. Did the student demonstrate a thorough understanding of the subject matter? | | | | | | | |
| 8. Did the student demonstrate confidence with the subject matter in the Q&A session? | | | | | | | |
| RESEARCH METHODS | | | | | | | |
| 9. Were additional assignments (QFD and multiple-choice questions) submitted by the deadline? | | | | | | | |
| 10. Did student engage the participants in active discussions? | | | | | | | |
| OVERALL EVALUATION | | | | | | | |

BOOK ANALYSIS RUBRIC (MGMT 5140)

Student Name _____

Grammar, spelling, editing (20 points)

Internal organization (10 points)

Appropriate introduction and/or conclusion (10 points)

Application of criteria (20 points)

Evaluation of ideas (20 points)

Overall project appearance/professionalism (20 points)

NOTE: Late assignments will be given partial credit.

FINAL SCORE _____/100