



### College of Business and Economics

## MGMT 311: Intro to Management and Organizational Behavior Lecture T/R, 2:00 – 3:20pm in AH100

### Labs:

21337 (Th, 4-4:50pm) – PH 244

21338 (Th, 5-5:50pm) – PH 244

21339 (F, 12-12:50pm) – ES 413

21340 (F, 1-1:50pm) – ES 310

21211 (F, 2-2:50pm) – SL 130

<p><b>Professor:</b> Dr. Jason Kanov  <b>Email:</b> <a href="mailto:Jason.Kanov@wwu.edu">Jason.Kanov@wwu.edu</a>  <b>Telephone:</b> 360-650-2873  <b>Office:</b> Parks Hall 213  <b>Office Hours:</b> T/Th 12:00pm – 1:30pm<sup>1</sup></p>	<p><b>Lab Instructor:</b> Lauren Bell  <b>Email:</b> <a href="mailto:laurenamberbell@gmail.com">laurenamberbell@gmail.com</a>  <b>Office hours:</b> T/Th 12:30 – 1:30  <b>Office location:</b> Parks Hall 6</p>
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## Course Description and Format

In the modern workplace, employees are expected to make ongoing positive contributions to their organizations by generating energy, commitment, and productivity from their subordinates, their colleagues, and themselves. To rise to this challenge—and this is a significant challenge—organizational members must develop an in-depth understanding of organizational behavior. This course provides students with theoretical *and* practical foundations upon which they can build such an understanding. It introduces students to a variety of topics pertaining to individual human behavior, human behavior in relationships and groups, and the management of human behavior in organizational contexts.

It has been said that practice without theory is like sailing an uncharted sea, whereas theory without practice is like not sailing at all. This course emphasizes both theory and practice. Thus, although lectures and readings are important, students' learning will be further enhanced by the use of experiential exercises, real-life examples, class discussions, videos, group work, case analyses, and writing assignments. Some of this will take place in lecture and some in the labs. This course begins with an overview of organizational behavior and management, emphasizing key outcomes of particular importance in work organizations. We then consider a variety of individual factors, relationship and group dynamics, and broader organization-level matters that affect these outcomes. Though topics are presented individually, there will be an ongoing effort to help students grasp the full complexity of organizations through the interrelationship of topics.

One need not be an aspiring manager to benefit from this course. The content is broadly applicable to students' personal and professional lives regardless of their individual aspirations. Also, because success in today's business world largely depends on individuals finding and gaining confidence in their own unique styles, this course takes steps toward helping students develop their own perspective and voice.

<sup>1</sup> I will do all I can to accommodate students' schedules in arranging meetings outside of class. Students are encouraged to call or e-mail me anytime, though I don't check my messages or emails regularly at night and on weekends.

## Core Learning Objectives

The specific learning objectives of this course are as follows:

1. To familiarize students with basic org. behavior and management theories and terminology;
2. To provide opportunities for students to learn and practice essential managerial skills and competencies (e.g., working in teams, problem solving, leading, practicing self-awareness);
3. To enable students to apply course learnings to “real-world” organizational issues and problems;
4. To develop students’ ability to recognize and be critical of “best practices” for management;
5. To give students the opportunity to practice communication skills, particularly in applying course concepts and working effectively in teams.

## Expectations

- **In-depth understanding:** Doing well in this class is not a matter of regurgitating terms and definitions. We expect you to achieve an in-depth understanding of course concepts and apply them to real-life situations. Keep this in mind as you study and complete assignments.
- **High intellectual standards:** For any question asked in this class there is seldom if ever only one “right” answer. What we want to see in your work are clear and compelling arguments that are well grounded in course concepts. Simply relying on “common sense” or your existing assumptions about what you think you already know about human behavior is inadequate.
- **Taking responsibility:** This is a large class. While we make efforts to ensure that you have all of the information you need to perform well, you must also make an effort to stay informed and connected. This involves checking your email and the Blackboard page for this course regularly, as well as reading this syllabus and the information provided throughout *Blackboard*.
- **Professionalism:** All written work that you hand in must be typed and stapled (if there are multiple pages). We further expect you to follow all instructions and act professionally. Failure to follow these instructions and adhere to these standards will result in grade penalties.

## Course Textbook and Additional Resources

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2009). Organizational Behavior: Improving Performance and Commitment in the Workplace. Boston: McGraw-Hill Irwin.

This textbook is available at the on-campus bookstore and through online retailers such as amazon.com. There is also a copy on reserve at the library, which you can check out for 2 hours at a time.

Additional readings will be distributed via *Blackboard* (BB). Some are free while others have a copyright fee associated with them that each of you must pay when you access the reading. The BB page for this class is accessible via MyWestern (<http://MyWestern.wvu.edu>). If you have problems accessing it, contact ATUS (HH 145, x3333, [helpdesk@wvu.edu](mailto:helpdesk@wvu.edu)). Use of BB is mandatory, as it the sole means for providing many course materials and for posting course grades. Chapter Quizzes (see below) must also be completed via BB.

Also note that video clips are often used in class to illustrate course concepts, and they are often referenced on exams. Some are from movies and TV shows while others are news segments or featurettes. Whenever possible, these clips will be posted on BB. This may not always be possible, however, which may mean that some videos cannot be “made up”. Keep this in mind when deciding whether or not to attend lecture.

## Assignments and Grading

### Individual Assignments (78% of final grade)

#### *Chapter Quizzes (15% of final grade)*

For each textbook reading listed in the course schedule below, you must complete a 10-question multiple-choice quiz on *Blackboard* (BB). Quizzes assess your retention of vocabulary and course concepts (Objective 1) and encourage you to keep up with the readings. They must be completed by the due dates listed in the Course Schedule below. Quizzes not completed by then receive a zero—no exceptions. There are **no make-up opportunities**. Each quiz is worth 1% of your final grade. There are 17 quizzes but only 15 are required—this means you can skip any two, or take them all for some extra credit.)

Quizzes are open book, though you must complete them individually (i.e., **on your own**). Each has a **15-minute time limit**. (You are responsible for keeping time, and note that BB will give you a zero if you submit your answers even one second after 15 minutes.) Do the reading in its entirety before taking the associated quiz. Additional instructions are posted on BB with Quiz 1 and each subsequent quiz.

If you encounter a technical problem while taking a quiz, submitting your answers, or viewing your grade email the professor immediately and explain the situation. You have **one week** from the time you take a quiz to alert the professor about problems—after that time, your request will not be addressed.

#### *Case Exercises (20% of final grade)*

To deepen your understanding of course concepts (Objectives 1, 3, & 5), you will complete two case exercises. Each includes one or more readings and a worksheet. The worksheets are **due at the start of class** on the day specified in the Course Schedule below. For each case, the materials will appear on BB under the Case Exercises tab one week before the due date and you will have that whole week to complete the assignment. Each worksheet is worth 6% of your final grade.

The case worksheets are **individual assignments**. You may use the readings and/or your own notes, but what you hand in must be **your own original work**. If there is any evidence of academic dishonesty, you will receive a zero and further disciplinary action will be taken (see the Academic Dishonesty section below). Formatting instructions for case worksheets are included on the worksheets themselves—failure to follow them will affect your grade. Late worksheets receive a **10% penalty for each day late**, including a 10% penalty if submitted after the beginning of class on the due date.

#### *Application Exams (40% of final grade)*

Two **exams** will be given in lecture (see Course Schedule below for specific dates). Each covers material presented in one half of the quarter. Exams are comprised of multiple choice and essay-style questions that ask you to **apply** various theories and concepts presented in lectures and the readings to cases, videos, your own experiences, and/or other real-life situations (Objectives 1, 2, 3, & 5). Each is worth 100 points (20% of your final grade). Exam prep materials will be posted on BB (under the “Course Documents” tab).

#### *Other Assignments and Homework (3% of final grade)*

There will be small homework assignments given throughout the quarter, each of which is worth a few points toward your final grade (specific assignments and due dates are in the Course Schedule below). They are also listed with instructions on BB (in the folder called “Additional Course Readings and Exercises” under the “Course Documents” tab). **Late homework will not be accepted and make-ups will not be given.** Failure to hand in a homework assignment in class on the due date will result in a zero because each one

requires participation in an associated class activity or discussion to be considered complete. If you miss the activity or discussion, you will not receive credit. Each individual must hand in his/her homework in person.

### Group Project (22% of final grade)

To be successful in business, you must not only understand organizational behavior, but also be adept at translating your understanding into action when working with others. Thus, all students must participate in a group project. In addition to its content-based learning (Objective 4), it is also experientially significant (Objectives 2, 3, & 5) because it gives you an opportunity to apply the course concepts to your own real-life group situations. **You must attend the lab meeting in which groups are formed** (see Course Schedule below for the specific date). Your group will be responsible for the following graded deliverables:

#### *Team Contract (2% of final grade)*

As part of the application of the group materials, your team must write and sign a contract that binds members to a set of behaviors and a level of performance. (This assignment will be discussed in more detail in class.) Further instructions are provided with the contract template (on BB). Failure to follow them will affect your grade. Late contracts receive a **20% penalty for each day late**, including a 20% penalty if not submitted in lab on the due date (see Course Schedule below for the due date). Your team's contract must be **signed by all team members** to be considered complete.

You may include provisions in your contract for grade redistribution—this will be explained in class. Any changes to what is stated in your contract must be submitted in writing (and signed by all team members) to the TA at least 24 hours before your team's presentation. Finally, note that it is possible to fail this class based on the group project even if you would have passed based on your individual work.

#### *Best Practices Presentation (20% of final grade)*

Simply stated, a best practice is a way of doing something that is highly effective in that it leads to desired outcomes. The better a best practice is, the more often it leads to desired outcomes across a variety of situations. Our interest in this class is best practices with respect to the management of people. When your formal education is over you will be inundated with “advice” about such “best practices”. But beware—there are a lot of uninformed advisors out there. So which pieces of advice should you take and which deserve extra skepticism? We want you to leave this class able to figure this out for yourself. To that end, this team project will help you develop and practice the analytical skills you'll need to apply the knowledge of the basics of human and organizational behavior that we provide in this class.

A detailed overview of this project as well as further explanation of the term “best practice” is posted on BB under the “Group Project” tab. **Read and discuss this in your groups before proceeding with this assignment**. Also note that there are a variety of other materials and resources posted in this same area on BB that your team can use to help you complete this project. These materials include tips and suggestions for corresponding with and interviewing a real-life manager, things to keep in mind when developing and giving a professional presentation, and advice for making this a positive team experience.

The graded portion of this assignment is a presentation that your team will give in lab toward the end of the quarter (see Course Schedule below for specific dates). The order in which teams will present will NOT be determined in advance. This means that **ALL TEAMS must be prepared to present on the first day of presentations in your lab**. Additionally, **ALL TEAMS must hand in a hard copy of their presentation slides and any other presentation materials on that day**. Your team's grade will be adversely affected if you fail to do this or if your final presentation differs significantly from the slides you submit.

Presentations will be evaluated on the quality of the content, organization, and the overall style (see the Presentation Grading Sheet on BB for more details. And note that while content is more heavily weighted

than style and organization, all of this affects your grade. Review this BEFORE you start planning your presentation for further guidance in producing a high-quality final product.). Your peers will evaluate your presentation, but note that the TA has the final say in determining your grade.

Keep in mind that this is a challenging assignment. It is not easy to earn a “B” on the presentation, let alone an “A”. Teams that struggle with this presentation (and earn grades lower than what they had hoped) typically commit at least one of **two common and significant mistakes**: 1) they focus too heavily on the entertainment value of the presentation and not enough on the content (aka “all style and no substance”); and 2) they wait until the last minute to complete the presentation and as a result, they end up with a presentation that is disorganized, poorly communicated, lacking in meaningful content, dull, and/or unprofessional. You have several weeks to complete this assignment. If you choose to procrastinate on it, that’s fine as long as you understand that the quality of your presentation is likely to suffer (as is your presentation grade).

### Class Participation and Attendance (bonus point opportunities):

Though there will be limited opportunities for participation due to the size of the class, we do encourage you to participate by making positive contributions to the course. Positive contributions include:

- Voicing a unique and relevant insight or perspective that advances our thinking about a topic;
- Sharing one’s feelings, experiences, stories, etc. that deepen and personalize discussions;
- Asking thought-provoking questions (of the professor or of classmates);
- Sharing relevant pedagogical materials or examples with the class or instructor;
- Initiating or responding to online discussion forums (on Blackboard);
- Communicating constructive feedback during the course so as to help me improve the course...

The incentive for making positive contributions is the possibility of earning bonus points, awarded at our discretion. We may also provide surprise bonus point opportunities during the quarter. (Students who are unprepared for class or engage in disruptive behavior may receive negative contribution points.) ***Note: if you do participate in class, see the professor or TA after class to be sure we make a note of your name!***

If you miss class and plan to meet with the professor or TA to discuss what you missed, please come to the meeting prepared (i.e., having already reviewed the notes on your own). And note that a pet peeve of the professor’s is when students ask if they “missed anything important.” Out of respect for your time, this course is made up solely of important things. ☺

### Grading

Final grades will be determined as follows:

Chapter Quizzes	85 points*
Case Exercises	100 points
Exams	200 points
Team Contract	10 points
Best Practices Presentation	100 points
<u>Small Homework Assignments</u>	<u>15 points</u>
Total	500 points * 10 quiz points (2 quizzes) are extra credit.

Final grades will be calculated based on a total of 500 points using the following scale:

A ≥ 94%; A- = 90-93.9%; B+ = 87-89.9%; B = 84-86.9%; B- = 80-83.9%;  
C+ = 77-79.9%; C = 74-76.9%; C- = 70-73.9% and so on.

As a core course for the CBE, the expectation is that the class average will be a C. I will not force this average, but it does mean that an A or a B will not come easily. We grade assignments as follows:

- A = The work vastly exceeds expectations – it goes substantially above and beyond the basic requirements to show an outstanding level of competence, effort, and professionalism.
- B = The work meets all requirements and demonstrates good competence, effort, and professionalism.
- C = Student performs just at or at times slightly below the minimally acceptable level of required competence, effort, and professionalism, or there are significant inaccuracies present.
- D/F = Student performs substantially below minimally acceptable standards of competence, effort, and professionalism; work is unacceptable or highly inaccurate; assignment is not completed.

For late withdrawal and incompletes, you must speak with the professor directly. For those taking the class pass/fail, your grade must be at least a 70% to pass, and **your group must unanimously approve your passing** the class in writing. Additionally, **you are required to notify your group that you are taking the class pass/fail**, and have an acknowledgement of this in your group's contract.

## Student Resources

disAbility Resources for Students – OM 110, x3844, <http://www.ac.wvu.edu/~osl/drs/drsindex.html>  
Break your arm and need someone to write exams for you? Studying a LOT but the material is just not making sense? Have a long-standing condition that needs accommodation? Do you need more time with written work because English is your second language? This is the place on campus that will make sure your needs are addressed. It is up to you to decide if you want it or need this service.

Tutorial and Academic Skills Center – OM 387, X3855, <http://www.wvu.edu/depts/tutorialcenter/>  
They “provide opportunities for students to develop or enhance the academic skills, intellectual capabilities, and scholarly attributes that are embodied in a liberal arts education and necessary to be successful independent learners.”

Writing Center – WL 389, x3219, <http://www.ac.wvu.edu/~writepro/>  
From their official blurb: “As a free resource for students, the Writing Center welcomes writers engaged in the writing process. In various stages from brainstorming topics to polishing final drafts, writers may conference with our qualified writing assistants first to clarify ideas (thesis and organization) and then to identify patterns of error (grammar and punctuation).” They can also help outline your presentation!

## Academic Dishonesty

Academic dishonesty is not tolerated at Western. An act of academic dishonesty occurs when a student participates in representing something as the work of a student that is not in fact the work of that student. If you are caught committing such an act, you may fail the course, and repeated acts can lead to dismissal from the University. If you are not sure whether a particular action is acceptable, check with the professor before engaging in it. For a full description of the academic dishonesty policy and procedures, see <http://www.acadweb.wvu.edu/senate/acc/ACCplagiarismAppD.htm>

It is imperative for students to understand that cheating, lying, etc. are unacceptable behaviors, particularly in business. For this reason, we will do everything in our power to ensure that any guilty parties receive the maximum penalty, even if that means expulsion from WWU. Instances of academic dishonesty cheapen the value of your degree so if you observe any, please report them to the professor or TA immediately.

## Course Schedule (Lecture and Labs)\*

<<<<< Labs will meet during the first week of class!!!! >>>>>

WEEK	DAY	TOPIC	ASSIGNMENTS
1	T: 3/30	<b>Lecture 1: Intro to the Course</b> <ul style="list-style-type: none"> <li>Course overview and objectives</li> <li>First impressions</li> </ul>	<i>Note – Non-textbook readings and assignments are on BB in the “Readings, Assignments, and Exercises” folder in the “Course Documents” tab.</i>
	Th: 4/1	<b>Lecture 2: What is Organizational Behavior?</b> <ul style="list-style-type: none"> <li>Exam and study tips</li> <li>Intro to management and OB</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 1</li> <li>BB: <i>How I learned to let my workers lead</i></li> </ul>
	Th (4/1) F (4/2)	<b>Week 1 Lab:</b> <ul style="list-style-type: none"> <li>Introduction &amp; prep for team formation</li> </ul>	
2	T: 4/6	<b>Lecture 3: Key Outcomes</b> <ul style="list-style-type: none"> <li>Team project introduction</li> <li>Job performance and organizational commitment</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 2; Ch 3</li> </ul>
	Th: 4/8	<b>Lecture 4: Individual Characteristics</b> <ul style="list-style-type: none"> <li>Self-awareness and self-assessments</li> <li>Personality, cultural values, &amp; ability</li> <li>Strengths-based management</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 9; Ch 10 (p. 334-348, 354-359)</li> <li>BB: <i>What great managers do</i></li> </ul> <p><b>Due:</b> Self-assessment (text – p. 295; see BB)</p>
	Th (4/8) F (4/9)	<b>Week 2 Lab:</b> <ul style="list-style-type: none"> <li>Team formation &amp; orientation activity</li> </ul>	<b>Note:</b> You <u>must attend lab</u> to ensure that you are assigned to a project team
3	T: 4/13	<b>Lecture 5: Learning and Reinforcement</b> <ul style="list-style-type: none"> <li>Operant conditioning</li> <li>Incentive systems</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 8 (pgs. 254-265; 276-279)</li> <li>BB: <i>On the Folly of Rewarding A...</i></li> </ul> <p><b>Note:</b> Case #1 is now on BB</p>
	Th: 4/15	<b>Lecture 6: Motivation</b> <ul style="list-style-type: none"> <li>Motivation theories and applications</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 6</li> </ul>
	Th (4/15) F (4/16)	<b>Week 3 Lab:</b> <ul style="list-style-type: none"> <li>Motivation &amp; team contract discussion</li> </ul>	
4	T: 4/20	<b>Lecture 7: Job Satisfaction</b> <ul style="list-style-type: none"> <li>Psych empowerment &amp; the meaning of work</li> <li>The Job Characteristics Model</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 4</li> </ul> <p><b>Due:</b> Case Worksheet #1</p>
	Th: 4/22	<b>Lecture 8: Team Characteristics</b> <ul style="list-style-type: none"> <li>Teams vs. groups</li> <li>Composition and roles</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Text: Ch 11</li> </ul>
	Th (4/22) F (4/23)	<b>Week 4 Lab:</b> <ul style="list-style-type: none"> <li>Job satisfaction</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>None!</li> </ul>

5	T: 4/27	<b>Lecture 9: Team Processes &amp; Communication</b> <ul style="list-style-type: none"> <li>• Taskwork and teamwork processes</li> <li>• Communication</li> <li>• Exam 1 Q &amp; A</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 12</li> </ul>
	Th: 4/29	<b>Lecture 9.5: Team Project Discussion</b> <ul style="list-style-type: none"> <li>• Tips for effective presentations</li> <li>• Team project Q &amp; A</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• None!</li> </ul> <p><b>Due: Team Contract (ALL TEAMS)</b></p>
	Th (4/29) F (4/30)	<b>Week 5 Lab:</b> <ul style="list-style-type: none"> <li>• Team activity</li> </ul>	<b>Due: Each team must bring to lab one 100-count pack of 5x8 index cards</b>
6	T: 5/4	<b>EXAM 1</b> <ul style="list-style-type: none"> <li>• Exam 1 covers weeks 1-5</li> </ul>	<b>Due: Quizzes 1-10 (complete on BB)</b>
	Th: 5/6	<b>Lecture 10: Trust, Justice, &amp; Ethics</b> <ul style="list-style-type: none"> <li>• Trusting vs. being trustworthy</li> <li>• Fairness and ethics</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 7</li> <li>• BB: <i>A question of character</i></li> </ul> <p><b>Due: Glamor-a-Go-Go homework (on BB)</b></p>
	Th (5/6) F (5/7)	<b>Week 6 Lab:</b> <ul style="list-style-type: none"> <li>• Team project time (by appointment only)</li> </ul>	
7	T: 5/11	<b>Lecture 11: Decision Making &amp; Problem Solving</b> <ul style="list-style-type: none"> <li>• Rationality</li> <li>• Biases, errors, and limits to rationality</li> <li>• Creativity</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 8 (pgs. 265 – 276)</li> <li>• BB: revisit <i>A Question of Character</i></li> </ul>
	Th: 5/13	<b>Lecture 12: Power &amp; Influence</b> <ul style="list-style-type: none"> <li>• Sources and use of power</li> <li>• Conflict management and negotiation basics</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 13</li> </ul>
	Th (5/13) F (5/14)	<b>Week 7 Lab:</b> <ul style="list-style-type: none"> <li>• Team project time (by appointment only)</li> </ul>	
8	T: 5/18	<b>Lecture 13: Leadership Styles &amp; Behaviors</b> <ul style="list-style-type: none"> <li>• Leadership theories and applications</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 14</li> </ul>
	Th: 5/20	<b>Lecture 14: Intro to Planning and Organizing</b> <ul style="list-style-type: none"> <li>• Intro to strategic planning</li> <li>• Basic organizational structures</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 15</li> </ul>
	Th (5/20) F (5/21)	<b>Week 8 Lab:</b> <ul style="list-style-type: none"> <li>• Team presentations</li> </ul>	<b>Due: Hardcopy of slides (ALL TEAMS)</b> <p><b>Note: Non-presenting teams are required to evaluate a team that is presenting</b></p>
9	T: 5/25	<b>Lecture 15: Organizational Culture &amp; Change</b> <ul style="list-style-type: none"> <li>• Basic org culture dynamics and types</li> <li>• Building, sustaining, and changing org. culture</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: Ch 16</li> <li>• BB: <i>Working for Happiness</i></li> </ul>
	Th: 5/27	<b>Exam 2</b> <ul style="list-style-type: none"> <li>• Covers weeks 6-9</li> </ul>	<b>Due: Quizzes 11-16 (complete on BB)</b> <p><b>Note: Case #2 is now on BB</b></p>
	Th (5/27) F (5/28)	<b>Week 9 Lab:</b> <ul style="list-style-type: none"> <li>• Team presentations</li> </ul>	<b>Note: Non-presenting teams are required to evaluate a team that is presenting</b>



<b>10</b>	T: 6/1	<b>Lecture 16: Inclusion and Diversity Management</b> <ul style="list-style-type: none"> <li>• Diversity management challenges</li> <li>• Cross-cultural issues</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• BB: <i>Building a business case for diversity</i></li> </ul> <b>Due: Who to Hire? homework (on BB)</b> <b>Due: Quiz 17 (complete on BB)</b>
	Th: 6/3	<b>Lecture 17: Course Summary</b> <ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Course summary and take-aways</li> </ul>	<b>Due: Course take-aways homework (on BB)</b> <b>Due: Case Worksheet #2</b>
	Th (6/3) F (6/4)	<b>NO WEEK 10 LABS – Good luck on finals!</b>	
<b>Finals Week</b>		<b>**There is no exam given during this week in this class—the best practices presentation is the final. Class will <b>NOT</b> meet, though Dr. Kanov will be available in his office (PH 213) by appointment.</b>	

*\* I may add to or delete from the syllabus as necessary to adjust the flow of the course so it is appropriate for the needs of this particular class. I will announce any changes in class and post changes on BB.*