
Day: Mondays       Time: 7:20PM-10:00PM

Room: Krug Hall 242   Professor: Dr. Danielle Dimitrov

E-mail: ddimitr2@gmu.edu

Office Hours: By appointment – send email with request

Course Description: A broad survey of all areas of human resources management, designed to provide line supervisors and/or staff human resource specialists with a thorough understanding of the role of human resource management and the techniques available to management in making effective use of the human resources of an organization.

Management Program Learning Goals: Students who are competent in the management discipline will meet the following learning goals (note: goals addressed in this course are printed in bold):

1. Students will understand and apply the theories, models, research findings, and tools related to organizational behavior.

2. Students will understand and apply the theories, models, research findings, and tools related to the management functions of planning, organizing, staffing, leading and controlling.

3. Students will analyze and solve problems creatively.

Students will synthesize key aspects of strategic management. (optional: including industry dynamics and creative disruptions, new venture creation, innovative processes, and strategy formulation and implementation)

Course Learning Objectives: Define the function of human resource management in an organization:

1. Identify the many specific components of an effective human resource program.
2. Integrate organizational human resource needs with concepts of human needs and theories of motivation.
3. Develop skills in analyzing human resource problems and determining appropriate solutions.
4. Demonstrate ability to integrate theoretical concepts into policy decisions regarding human resource matters.

The course will focus on active learning and will mix a lecture-based approach with discussion and application. Research strongly suggests that active learning in conjunction with traditional lecture-based teaching methods is effective for student learning and skill-building. Successful active learning requires a major investment from both of us. You will need to study the assigned readings before each class meeting, do a fair amount of thinking, and be prepared to contribute to the class discussion.

This class is identified as a Students as Scholars Scholarly Inquiry-level course, where students learn about the recursive process of scholarly inquiry either through studying previous scholarship or as preparation for participating in an original scholarly project. To learn more about Students as Scholars, visit oscar.gmu.edu. In this Scholarly Inquiry course, students will: 1) Articulate a scholarly question; 2) Engage in the key elements of the scholarly process; 3) Situate the concepts, practices, or results of scholarship within a broader context.

Required Text:

HR Cases on e-reserve: Use the link provided on Blackboard to access the cases on e-reserve. Please access and print these cases as soon as possible to ensure that you have a hard-copy of each case.

**NOTE: Please bring a copy of relevant cases with you to each class, per the course schedule.


The text can be used as a resource to supplement your MGMT 321 notes and for coverage of the man topics. (Note: a copy of the textbook is available for two-hour loan in the JC library).
This text will also be used in MGMT 421 (Advanced Human Resource Management).

**Recommended Texts:**


This course will also use case studies and supplemental reading material that will be provided/updated in the Course Calendar as well as on Blackboard under Course Documents. You can retrieve Harvard Business School cases *for a small fee* from the Harvard Business Publishing website [http://hbsp.harvard.edu/](http://hbsp.harvard.edu/)

**Blackboard Site:**

A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Weekly announcements will be the main source of information from professor to students. Blackboard Help can be found at: [http://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student](http://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student)

**Course Evaluation:**

As a research and learning community, the School of Management is committed to continuous improvement. Therefore, each student must complete the course evaluation as part of the continuous improvement process. Information on how to complete the evaluation will be provided near the end of the course. The professor will conduct an informal query regarding students’ thoughts, ideas, and opinions about the teaching method and the course content towards the middle of the semester as well.

**Course Expectations:**

Experience has shown that the teamwork skills are best learned through a combination of *cognitive* and *experiential* learning. By reading and studying the assigned material for each class period, students will accomplish the cognitive objective; that is, they will become familiar with the latest thinking on organizations and the people in them. By participating in classroom exercises, team projects, and case analyses, students will gain experience in putting these theories to work in observing, interpreting, diagnosing, and solving complex problems in teams.

The following course requirements are designed to integrate cognitive and experiential learning and are suitable for *Students as Scholars Scholarly Inquiry-level courses*:

**Individual Work** (50%)

Participation and Class Discussion.................................10%

Case Analyses* .......................................................... 15%
Quizzes (2x5%each) .................................................................10%

Midterm ..............................................................................15%

Team Work (50%)

Team Teaching & Activity Facilitation......................... 15%

Team Presentation ............................................................15%

Final Team Paper .............................................................20%

Total:..................................................................................100%

Note: All assignments must be turned in by the due date. Late assignments will not be graded, and will receive zero points. NO EXTRA CREDIT ASSIGNMENTS.

Grading:

I take grading very seriously and I assign grades based strictly on the number of points earned and the grading scale presented above. In general, the more proactive you are in dealing with your coursework throughout the course of the semester, the less of a likelihood there will be of a grade "problem" or surprise. I am committed to grading papers and exams in a timely fashion and will post points on Blackboard on a regular basis. Please check your grades on Blackboard throughout the semester, so that you know where you stand with regards to points. If you are concerned about your grade, please see me as soon as possible so that I can provide advice about how to make the most of future opportunities to earn points. I will not accept 'retroactive excuses' by students. By this I mean bringing up ameliorating circumstances at the end of the semester as a basis for requesting a better grade. If unique or unusual circumstances occur that might prevent you from doing as well as you normally would (such as illness, a learning disability, unavoidable family commitments, etc.), let me know at the beginning of the semester, or at least as soon as possible before an assignment’s deadline. I make no guarantees as to what is acceptable and what is not, but I encourage you to communicate any problems that you want taken into account to me sooner rather than later, so that we can work something out. Remember, I want nothing more than for you to succeed and I am willing to work with you so that you can attain your goals.

Attendance Policy:

Attendance and class participation are part of each student’s course grade. Students are expected to attend all scheduled class sessions. Each class will include opportunities for teams to work together. Failure to attend class will result in an inability to achieve the objectives of the course; however, you are permitted to miss up to two class session if you must. If you choose to exercise this option, you: 1) need not inform me in advance, and 2) will be responsible for all information covered in class, both substantive and administrative, and must glean that information from a classmate. I strongly suggest that you do not take this class if your schedule does not permit full attendance in accordance with this policy. Assignments that are due must
be submitted on-time irrespective of your attendance in order to be evaluated.

INDIVIDUAL WORK:

Participation (10%): Given our emphasis on learning by experience, a certain percent of our in-class time will be spent doing activities that require the participation and professionalism of each student (discussions, team exercises, simulations, etc.). The success of these activities will depend on your active involvement. I am looking for high quality, substantive contributions to the reading discussions and active engagement in class activities!!!

Case Analyses (15%): You will write one case analysis (15% of your grade). It should be 4 double-spaced pages (in 12-point font and 1" margins, APA academic style of writing) and is due at the beginning of class on the day the case is discussed. Instructions for analyzing each case and grading rubrics, along with suggestions for writing good case analyses will be provided on BB additionally. Late submissions will not be accepted for this assignment. Early submissions will receive ungraded feedback with the opportunity to implement feedback for the final due date. *Case analyses can be a team effort if a team so chooses, grades will be posted per individual member according to the method chosen by the team (equity or peer evaluation method).

Quizzes (5% each): The two quizzes will consist of objective test questions (e.g., multiple-choice, true/false) and short-answer/short-essay questions. They will cover the chapters assigned in the book (see course schedule), additional assigned readings, and any information (e.g., videos, cases) covered or discussed during class. Students are required to bring green SCANTRON forms (available in the bookstore) and #2 pencils to each of the exams. Also, bring white paper for any written portions of the quizzes. I will post an exam study guide on Blackboard approximately five calendar days before each exam.

Midterm (10%): A midterm provides a motivation to review/synthesize the material learned in class. It also provides important feedback (to you and the instructor) about what is being learned. A midterm will therefore be given during the semester to assess your knowledge and understanding of the material covered in the readings, cases, and class presentations. It will consist of multiple choice and/or short answer questions. A study guide will be provided a week before the exam. Covered chapters can be found in the Course Schedule in this syllabus.

*TEAM WORK:

I would ask you to form teams of up to 5 students (no more than 8 teams total depending on class size) and select a day for Team Teaching from the 8 available dates in the Class Schedule. Teams will be given 10-15 min. (depending on class activities for the day) from each class for organizational issues (See in Class Schedule).

Team Teaching and Activity Facilitation (15%): Each team will be responsible for one chapter in the text books (see chapter numbers scheduled for each class in the Course Schedule), and will be required to “teach” the material in-class on the designated day. It is not necessary to cover every single topic in the textbook; your team can pick and choose what you believe to be particularly important or interesting. The use of exercises, activities, or other engaging techniques is encouraged and will constitute part of the grade. Each student in
the team may individually facilitate one 15-minute group activity/game. (Maximum time per team is 1 hour and 20 min.) This activity should be of the student's creation and design, or can be an existing activity that the student found through research, but should be related to the course purpose of applying HRM principles in practice. (The professor will demonstrate an activity on the first day of class.)

**Team Presentation (15%):** Each team will be required to present a summary of their paper on the final day of class. Each team will have 30 minutes to present their paper, providing not only an opportunity to impress me with a polished presentation, but also to inform their fellow classmates about different HRM practice. The length of your presentation should be 30-40min. each, including the class discussion following it. You can use any media of the presentation and get as creative as you will (PPT, video, other). Grading criteria include: course relevance of presentation topic, eloquence and participation of each member, content, research sources, class discussion, and answering questions. Presentation media can vary and can be PPT, video, acting, other (creativity is encouraged).

**Team Paper (20%):** With your team, you will write a 15-20 page paper, exploring a particular HRM practice, tool, or policy in real-world (in organizational settings) or a new research idea not yet implemented by practitioners. You can choose another existing case study to analyze or create one based on your current workplaces. You can also: report on an HRM/HRD-related research in the literature, create a Recruiting/Selection Program, or prepare an HR interview (those who elect that option, can have the opportunity to act the interview during their presentation). This paper should discuss concepts used in class and should provide examples of these concepts in action with potential problems that might arise in practice. Some suggestions on how to write the paper are provided at the end of the syllabus below.

The paper is just a detailed-APA written continuation of the Team Presentation. The organization about writing and editing your paper is your team’s responsibility. You are encouraged to use the writing center and library services for proper style of writing and APA (6th Ed is required) usage as these will be critical grade components: double-spaced work in Arial or Times New Roman, with appropriate paper structure (headings and sub-headings), grammar, syntax, formal and academic style of expression, in-text and end-page reference usage in APA, citations and direct-quotes. Safe Assign submission through BB Assignments is required and will be set up by the professor. A Grading Rubric will be posted on BB. Paper is due by 11.59pm on the assigned date in the course schedule (non-negotiable due date). Please submit only word doc formatted papers and name the file with your team # and first names (e.g. Team1-Danielle.Mark.Laura.doc). Late policy applies with 10% late penalty for each day late (maximum of 2 days for late submission because of the end of the semester). Early submissions will receive ungraded feedback with the opportunity to implement feedback for the final due date.

*A Note on Team Grades and Free Ridership:* All team members will get the same grade on each of the above team assignments unless a majority of the team decides to change to a peer performance appraisal/evaluation system. Under such a system, members will rate one another’s contribution to each of the team assignments and individual grades will be adjusted (both upward and downward) based on these ratings. If you decide to go with the peer
evaluation system, prepare a document to that effect signed by a majority of your team. The team that elected to evaluate peer performance will be asked to provide a Peer Evaluation of members’ contribution. Grades will not be posted until each person has submitted such an evaluation. The evaluation should: (1) describe what happened in your team (be specific and detailed); 2) grade team member’s contribution level; and (3) make recommendations for improving team work based on the insights you identified. See a sample Peer Evaluation Form in BB.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday, Jan. 25</td>
<td>Introductions and Syllabus Overview&lt;br&gt;Chapter 1: HRM in Organizations&lt;br&gt;Team Formation and Team Time</td>
<td>Chapter 1 (Mathis, Jackson, Valentine)</td>
<td>Last Drop Date is January 26</td>
</tr>
<tr>
<td>2</td>
<td>Monday, Feb. 1</td>
<td>Chapter 2: HR Strategy &amp; Planning&lt;br&gt;Mini Case 1: Someone has to go&lt;br&gt;Team time</td>
<td>Chapter 2 Case 1</td>
<td>Team Teaching 1 February 2 Drop with 33% penalty</td>
</tr>
<tr>
<td>3</td>
<td>Monday, Feb. 8</td>
<td>Chapter 3: EEO&lt;br&gt;Appendix C and E&lt;br&gt;Mini Case 2: Bad Hair Day&lt;br&gt;Team time</td>
<td>Chapter 3 Mini Case 2</td>
<td>Team Teaching 2 February 19 Drop with 67% penalty</td>
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<tr>
<td></td>
<td>Monday, Feb. 15</td>
<td>No Class University Closed</td>
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<td>Columbus Day</td>
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<tr>
<td>4</td>
<td>Monday, Feb. 22</td>
<td>Chapter 4: Workforce, Job &amp; Job Analysis&lt;br&gt;Quiz #1&lt;br&gt;Mini Case 3: Job Analysis&lt;br&gt;Team time</td>
<td>Chapter 4 Mini Case 3</td>
<td>Team Teaching 3 Quiz #1 (Chapters 1, 2, 3)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Class Type</td>
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<td>5</td>
<td>Monday, Feb. 29</td>
<td>Chapter 5: Individual/ Organizational Relations and Retention</td>
<td>Chapter 5</td>
<td>Team Teaching 4</td>
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<td></td>
<td>Team time</td>
<td>Team time</td>
<td>Team teaching</td>
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<td></td>
<td><strong>Tuesday</strong></td>
<td><strong>NO CLASS</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>6</td>
<td>Monday, March 14</td>
<td>Chapter 6, 7: Recruiting &amp; Selection</td>
<td>Chapter 6, 7</td>
<td>Team Teaching 5</td>
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<tr>
<td></td>
<td>Appendix D and F</td>
<td>Team time</td>
<td>Team teaching</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monday, March 21</td>
<td><strong>Midterm</strong></td>
<td>Ch. 1-7 with emphasis on 5, 6, 7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Monday, March 28</td>
<td>Chapter 8, 9: Training &amp; Development</td>
<td>Chapter 8, 9</td>
<td>Team Teaching 6</td>
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<td></td>
<td>Mini Case 4: T&amp;D Dilemma</td>
<td>Team time</td>
<td>Mini Case 4</td>
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<tr>
<td>9</td>
<td>Monday, April 4</td>
<td>Case Study Analysis</td>
<td>Cirque Case</td>
<td>Case Analysis</td>
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<tr>
<td></td>
<td><strong>Cirque du Soleil (HBRS Case)</strong></td>
<td>Team time</td>
<td>Due by 7pm</td>
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<tr>
<td>10</td>
<td>Monday, April 11</td>
<td>Chapter 10: Performance Management &amp; Appraisal</td>
<td>Chapter 10</td>
<td>Team Teaching 7</td>
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<td></td>
<td>Mini Case 5: Goodyear</td>
<td>Team time</td>
<td>Mini Case 5</td>
<td></td>
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<tr>
<td>11</td>
<td>Monday, April 18</td>
<td>Chapter 11, 12, 13: Rewards and Compensation; Variable Pay and Executive Pay; Benefits</td>
<td>Chapter 11, 12, 13</td>
<td>Mini Case 6: Wrongful Discharge</td>
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<tr>
<td>12</td>
<td>Monday, April 25</td>
<td>Chapter 15: Employee Rights</td>
<td>Chapter 15</td>
<td>Mini Case 8: Realigning HR</td>
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<tr>
<td>13</td>
<td>Monday, May 2</td>
<td>Team Presentations</td>
<td></td>
<td>(4 teams max)</td>
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<tr>
<td>14</td>
<td>Monday, May 9</td>
<td>Team Presentations</td>
<td></td>
<td>(4 teams max)</td>
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*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.*

**Brief Professor Bio:**

Dr. Danielle Dimitrov is an alumna of the George Washington University, majoring in Human Resources Development. She serves as a part-time professor at the Carey Business School, The Johns Hopkins University; part-time professor at the department of Recreation, Health, and Tourism, George Mason University as well as the School of Business; and an Assistant Professor at the Graduate School, UMUC. Her professional career marks over 12 years of experience in the field of Hospitality & Resort Management and Corporate Training, over 12 years of academic research, and 6 years of academic teaching. She has served on numerous research and hospitality management projects and consulted several organizations on HRD, Teamwork, Diversity Management, and Change Management. Her research interests include the concepts of: the Humane Organization, Meaning of Work, Work-Life (Work-Family) Balance,
CASE ANALYSES

1. Executive Summary. A good executive summary provides a one-paragraph description of your report and convinces the reader of its importance. It should include the following:

   a. Concise statement of purpose, e.g., "This report addresses the current problems with inter-group coordination at ABC Corporation, particularly . . . ".

   b. The major points in the analysis, e.g., "The problems discovered are primarily due to . . . " (avoid using personal pronouns as the paper must be in a formal presenting style).

   c. Your recommendations, e.g., "It is recommended that management address these problems by . . . ". (You may choose to use a bullet format for recommendations or major points.)

2. Analysis.

   a. 1st Paragraph: State the conclusions you will be drawing from your analysis, e.g., "This section argues that the inter-group coordination problems at ABC derive from three sources: 1) weak leadership...." Briefly anticipate the arguments you will present to support those conclusions, e.g., "These conclusions were arrived at by applying leader-member exchange theory to . . . ".

   b. Body of the Analysis. Present specific arguments and evidence to support each of the conclusions you introduced in the first paragraph, e.g., "Weak Leadership. An analysis of Joe's leadership style using leader-member exchange theory suggests that . . . ".

   c. Additional Hints: Use appropriate concepts from class to sharpen and integrate your analysis. Assume that the reader is already familiar with the facts of the case. Support your arguments with additional literature.

3. Recommendations

   a. 1st Paragraph. State the recommendations you will be making, e.g., "3 solutions are proposed . . . ".

Cross-cultural Diversity, Talent Development, and others.
b. **Body.** Give your rationale for each recommendation, including an in-depth discussion of benefits and barriers. For each recommendation, identify **specific** action steps that must be taken. Explain what will be done, who should be involved, when it should take place, etc.

c. **Look forward.** Whereas your analysis was based on the past, your recommendations should look to the future. Do not tell management what they should have done. Focus on what to do now.

**TEAM PAPERS**

Group papers will be evaluated based on the following three criteria:

1) **Structure and Organization:** Was the paper clearly written and well-organized?

   **Specifics:** clear thesis statement, outline of key points, spelling and grammar, etc. (see Grading Rubric in BB).

2) **Rigor of Analysis:** Was each conclusion about team process backed up with detailed evidence?

3) **Depth of Insight:** Is this analysis going to be useful to you in any way?

**SUGGESTIONS FOR CREATING A HIGH-PERFORMING TEAM**

The following suggestions can help make the difference between a frustrating, ineffective team experience and a fulfilling, effective team experience.

1. **Work to Develop Positive Norms.** During your first few team meetings, you will be developing norms for how your team will operate, e.g., norms for learning, performance, sharing ideas, dealing with conflict, attending meetings, respect for one another, etc. Once established, team norms can be difficult to change, so it is critical that you work to develop positive team norms from your first meeting and challenge any negative norms that seem to be emerging.

2. **Discuss Your Goals for the Team.** Many teams do not have an initial discussion about what they want to accomplish. Rather, they become very task-oriented and don’t keep the big picture in mind. Take the time to outline your expectations and remind yourselves of those expectations from time to time.

3. **Dividing Labor and Integrating Work.** In attempting to involve all team members equally in a given project, teams will often make one of two mistakes: (1) they try to involve every member in every aspect of every project or (2) they divide a project up into pieces without ensuring that these pieces can and will be integrated into a coherent whole. Both approaches are recipes for failure and frustration. Effective teams are explicit about assigning different project tasks to different individuals (or pairs of individuals) and then deciding how those different portions will be integrated into one coherent product. This may involve the assignment of different roles, which change from project to project (e.g., “project integrator”, “task coordinator”).
4. **Discuss Your Schedules Early.** An early discussion of your outside commitments can help the team to plan meetings as well as assign workloads. For example, if you know that you will be busy during a particular project, you may decide to take a heavier load on a subsequent project with the advance approval of the team.

5. **Embrace Differences.** One of the biggest misconceptions that people have when they first begin team work is that disagreements are to be avoided and that conflict is bad. Nothing could be further from the truth. Your team **will** disagree about how to analyze cases, how to proceed with assignments, or even whether someone is contributing as much as he/she should. If you ignore these points of difference or expect the instructor to resolve them you will sacrifice much of the learning that team work affords and your team performance will suffer as a consequence. The key is to approach differences with candidness, respect, and common courtesy.

6. **Choose Your Performance Appraisal System Carefully.** In this course, you have the option of a peer performance appraisal system. If you choose the peer performance appraisal system, think carefully about the criteria you will use to evaluate one another’s performance, e.g., attendance at meetings, time spent on projects, intellectual leadership, etc.

7. **Have Fun!** Working in a team can be energizing and fun. Be creative and take advantage of this excellent opportunity to learn from one another and to learn about teams.

**Some Guidelines and Recommendations:**

**Absence/Late Assignments:** If you miss a class, you may access the slides used in class on the course website. I would strongly suggest that you also ask a classmate for his/her notes as it is likely that key points will be brought up in class discussion and may not be captured on the slides. Once you have reviewed a classmate’s notes, if you have targeted, specific questions on material covered, I will gladly meet with you to answer your questions. However, I will not have time to “re-do” the lecture, nor will I have documented class notes.

**Make-up Exams:** Make-up examinations will not be given unless a student has a university-validated excuse that the instructor is notified of in advance of the examination. Without exception, students who request a make-up exam will be asked to provide appropriate documentation before a make-up exam is scheduled. Failure to provide appropriate documentation will result in a score of zero for the exam. Make-up exams must be completed within two weekdays of the original exam date.

**Attendance:** While attendance itself is not evaluated, you cannot earn credit for assessments if you are not in class. Therefore, it is clearly in your best interest to attend class and arrive to class on time. Attendance rules are also discussed above with grading.

**Lateness:** Lateness is disruptive and disrespectful to both me and to your fellow students. Often assessments will be given at the very beginning of the class. No additional time will be allocated for late arrivals for any reason, and you will not be permitted to complete the assessment if it has already been collected. Every effort should be made to be in class on time and ready for the topic(s) of the day. Please allow time for traffic or parking problems, as these are frequent occurrences in our area and our school. In addition, I would prefer that the desks
nearest the door be left open for late students so that they may easily find a seat with minimum disruption to the class.

**Appealing Grades:** Every effort will be made to ensure that your assignments and quizzes are graded fairly and accurately. If, however, you disagree with the way you were graded on a particular assignment or quiz, the following steps should help to both resolve your concern as well as promote your learning: 1. Prepare and document your reasons for requesting a grade revision; 2. Present your case (in writing) to me. I will either agree with you (and change your grade) or will attempt to explain why the original grade was appropriate.

**Academic Integrity:** The Honor System and Code adopted by George Mason University will be enforced for this class. For a full description of this code please refer to (http://www.gmu.edu/catalog/acadpol.html). In adherence with **III. Responsibility of the Faculty**, a delineation of Honor Code Violations for this class is provided below:

   III. A. Group participation is permissible during in-class small group exercises and while studying for Exams. Homework assignments in preparation for the following class period may also be discussed among classmates. Discussion with classmates in other groups with regard to the group project should be limited to format and structure and not include content. No discussion will be permitted while taking Exams.

   III. B. Study aids, memoranda, books, data, and other information is **not** permissible to use while taking the Exams.

   III. C. When using material from the textbook or other sources (including the internet), non-original thoughts, concepts, etc. should be cited in accordance with standard academic guidelines (e.g., APA or MLA).

Cheating and other violations of academic integrity in this course will be dealt with swiftly following the procedures outlined in the George Mason University policies. Safe Assign will be utilized for the submission of papers and case analyses for the easy detection of possible plagiarism issues. If I am faced with anything that I interpret to be a possible violation, I will immediately refer it to the appropriate authority. This policy does not presume any innocence or guilt – it is formulated to avoid any confusion or gray areas.

**Standards of Behavior:** The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following standards of behavior: 1) Respect for the rights, differences, and dignity of others; 2) Honesty and integrity in dealing with all members of the community; and 3) Accountability for personal behavior.
Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**Disability**: Students with disabilities who require special accommodation should contact the Student Disability Resource Center ([http://www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)) at 703-993-2474. All academic accommodations must be arranged through the ODS.

**Religion**: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

**Counseling center**: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at [http://www.gmu.edu/departments/csd/](http://www.gmu.edu/departments/csd/)

**Writing center**: George Mason University has a writing center that can help you improve your English writing skills. [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/)

**Inclement weather**: Information regarding weather related change in the University’s schedule (e.g., closing or late opening) will be provided on the University’s main information line (703-993-1000) and will be given to all local media outlets (although media coverage cannot be guaranteed). When in doubt, check. I expect to hold class unless the GMU campus is officially closed.

**Cell phones & beepers**: Cell phone and beepers are distracting. Please turn off all audible signals before class. Cell phones are to remain off and put away during the entire class.