Organizational Behavior

Course No : 02813110

Credit : 2

Prerequisite : None

Program : Graduate

Instructor : REN Run

Semester : 2015 Fall

Instructor's resume/brief introduction(Within 500 words):

Dr. Run Ren is an assistant professor in the Department of Organization & Management at the Guanghua School of Management, Peking University, China. She got her doctoral degree in Management from Texas A&M University. She teaches Organizational Behavior and Human Resource Management at undergraduate and graduate levels. Her research interests include organizational justice, creativity, leadership, and human resource management. Her work has appeared in journals such as *Journal of Applied Psychology*, *Journal of Organizational Behavior*, *Journal of Vocational Behavior*, *Journal of Occupational and Organizational Psychology*, *Journal of Business Ethics*, and so on.

Instructor's contact information :

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TA's contact information:NA

Office hour: By appointment

Program Learning Goals and Objectives

1 **Learning Goal 1** Graduates will be thoroughly familiar with the specialized knowledge and theories required for the completion of academic research.

   1.1 Objective 1 Graduates will have a deep understanding of basic knowledge and theories in their specialized area.

   1.2 Objective 2 Graduates will be familiar with the latest academic findings in their specialized area and will be knowledgeable about related areas.

   1.3 Objective 3 Graduates will be familiar with research methodologies in their specialized area, and will be able to apply them effectively.

2 **Learning Goal 2** Graduates will be creative scholars, who are able to write and publish high-quality graduation dissertation and research papers.

   2.1 Objective 1 Graduates will write and publish high-quality graduation dissertation and research papers

2.2   Objective 2 Graduates will be critical thinkers and innovative problems solvers.

3   **Learning Goal 3** Graduates will have a broad vision of globalization and will be able to communicate and cooperate with international scholars
    3.1   Objective 1 Graduates will have excellent oral and written communication skills
    3.2   Objective 2 Graduates will be able to conduct efficient academic communication in at least one foreign language

4   **Learning Goal 4** Graduates will be aware of academic ethics and will have a sense of social responsibility.
    4.1   Objective 1 Graduates will have a sense of social responsibility.
    4.2   Objective 2 Graduates will be aware of potential ethical issues in their academic career.
    4.3   Objective 3 Graduates will demonstrate concern for social issues.

Course Overview

This course provides a doctoral-level overview of micro-level research and theory in organizational behavior. The course will be a collaborative effort of all the participants, orchestrated by the instructor. Each student is expected to be extensively involved in class discussion, and to bring your understanding of the readings. You are also encouraged to connect with other concepts and ideas from the literature. If you run into an article that you think is particularly good and relevant, please bring it to us so that we can incorporate it into the readings.

Course Objectives

This course is one of the first doctoral-level seminars to students. Thus, it targets at a number of objectives:

1.   You are expected to establish your mentality about scientific discovery, the career as a scholar, as well as facts about academia.

2.   You will be actively involved in learning some most fundamental and important topics in micro-OB.

3.   You are expected to develop your sense of academic inquiry in this field.

Detailed Course Plan

Week	Date	Topic	Note
1	09/15	Introduction	
2	09/22	What is OB? Scientific Inquiry and Theory Development	
3	09/29	Individual Differences at Work: Personality, Attitudes, & Emotions	
4	10/06	Break! National Holiday.	
5	10/13	Motivation: Expectancy and Goal-setting Theory	
6	10/20	Organizational Justice	First short article due

7	10/27	Leadership	
8	11/3	Undesirable work behaviors	Second short article due
9	11/10	Discussion of research ideas	
10	11/17	Publishing and Presentation of Research Products	
11	11/24	Multilevel Research on OB	
12	12/01	Final Presentation	Final paper due on Dec. 21, 2014

Note: The content is subject to change.

Final Exam：

Students need to finish a research proposal, on a topicrelated, but not limited to those discussed in class. Details of the proposal requirement are listed below under "Teaching Methods."

Teaching Methods

This is a doctoral seminar and thus requires active participation for all students.

On a weekly basis, each student is expected to:

1. Read all required readings;
2. Present a one-page "ticket" that summarizes a paper of your choice AND summarizes your thinking, concerns, questions to discuss, or ideas about future research. This summary is due by Sunday night (24:00 by email, file name: Name.docx or Name.pdf);
3. Write 2 questions for each paper that you do not summarize for the week. turn in together with the "ticket."
4. Present an article once every other week (depending on enrollment).

For the whole semester/course, each student is expected to:

1. Complete two short articles, each about a research idea worth being investigated, about 1-page in length. The idea should be phenomenon driven.
2. Complete a comprehensive research proposal that includes motivation, theory development, hypotheses, and, ideally, research methods. It should be on any topic related to the course material. It can be conceptual or empirically oriented and must make new contribution to the field that goes beyond the current literature. It should resemble a journal article (e.g., AMJ, JAP, etc.) as much as possible. I encourage you to discuss and work with your research mentor to develop and write the paper. It can be the elaboration of one of the two short articles you have submitted. It should be written in professional format (AMJ or APA), with about 15-20 pages including everything, Times New Roman, 12 size, and double spaced.
3. The research proposal will be presented in class. The schedule of the presentation is to be determined.

IT tools to be used in the classroom

Presentations may be facilitated with PPT.

Textbooks: There are no required textbooks. But I would recommend the following.

Miner, J. B. (2002). *Organizational behavior: Foundations, theories, and analyses*. New York: OxfordUniversity Press.

陈晓萍, 徐淑英, &樊景立 (Eds.). (2012). *组织与管理研究的实证方法 (第二版)*. 北京: 北京大学出版社.

References & Readings

Selected journal articles, book chapters, and other reading materials are listed in the Appendix.

Videos, CD-ROMs and other adjunct learning resources used: NA

Rules students must follow

All students are expected to be actively engaged in the learning process. No participation in class discussion will be a sufficient cause for a student to fail the course.

Course Assessment

Presentation of readings	20%
Tickets and class discussions	20%
Short papers (two)	20% (10% each)
Research paper and presentation	40%
Total	**100%**

Some Journal Abbreviations

English A level:
ASQ: Administrative Science Quarterly
AMJ: Academy of Management Journal
AMR: Academy of Management Review
JAP: Journal of Applied Psychology
OS: Organization Science

English B-level:

HR: Human Relations
HRM: Human Resources Management
IR: Industrial Relations
JOOP: Journal of Occupational and Organizational Psychology
JOM: Journal of Management
JMS: Journal of Management Studies
JOB: Journal of Organizational Behavior
JVB: Journal of Vocational Behavior
LQ: Leadership Quarterly
MOR: Management and Organization Review
OBHDP: Organization Behavior and Human Decision Process
OS: Organizational Studies
PPsyc: Personnel Psychology
ROB: Research in Organizational behavior
JBE: Journal of Business Ethics

Chinese Journals:
管理世界
心理学报

Appendix: Reading List (Temporary)

Week 1 (9/15). Introduction

No prior reading required. However, the following articles can help you understand the lecture and points to be discussed.

Recommended:

Bedeian, A. G. (1996). Lessons learned along the way: Twelve suggestions for optimizing career success. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 3-9). Thousand Oaks, CA: Sage.

Huff, A. S. (1996).Professional and personal life. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 429-434). Thousand Oaks, CA: Sage.

Jordan, C. H.& Zanna,M. P. (1999).How to read a journal article in social psychology, in R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

约翰•达利, 马克•扎纳&亨利•罗迪格（III）(Eds.), *规则与潜规则: 学术界的生存智慧* (2 ed.). 北京: 北京大学出版社.

肖鹰 (2008). 教授岂可"做回畜生". *中华读书报, 2008 年 2 月 20 日第 3 版*.

Week 2 (9/22). What is OB? Scientific inquiry and theory development

Required:

Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal, 50,* 1281-1303.

Porter, L.W. (1996).Forty years of organizational studies: Reflections from a micro perspective.*Administrative Science Quarterly, 41,* 262-269.

Sutton, R.L.,&Staw, B.M. (1995).What theory is not.*Administrative Science Quarterly, 40,* 371-384.

Weick, K. E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly, 40,* 385-390.

DiMaggio, P. J. (1995). Comments on "What theory is not."*Administrative Science Quarterly, 40,* 391-397.

Whetten, D. (1989).What constitutes a theoretical contribution*? Academy of Management Review, 14,* 490-495.

Tsui, A. S. 2006. Contextualization in Chinese management research.*MOR,* 2: 1-13.

Recommended:

O'Reilly, C. 1991. Organizational behavior: Where we have been, where we're going. *Annual Review of Psychology,* Vol.42: 427-458.

Mowday, R. & Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology,* 44: 195-229.

Rousseau, D.M. 1997. Organizational behavior in the new organizational era.*Annual Review of Psychology,* 48: 515-546.

陈晓萍 (2008). 研究的起点：提问. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的*

实证方法 (pp. 35-59).北京: 北京大学出版社.

徐淑英, &欧怡 (2008). 科学过程与研究设计. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 13-34).北京: 北京大学出版社.

张燕, &李海洋 (2008). 发表中国管理研究论文的挑战. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 441-454).北京: 北京大学出版社.

Week 3 (9/29). Individual Differences at Work: Personality, Attitudes,& Emotions

Required:

Ganzach, Y. (1998). Intelligence and job satisfaction.*Academy of Management Journal, 41,*526-539.

Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: A meta-analysis. *Journal of Applied Psychology, 87,* 530-541.

Meyer, J.,& Allen, N. (1991).A three-component conceptualization of organizational commitment.*Human Resource Management Review, 1,*61-89.

Schleicher, D.J., Watt, J. D., &Greguras, G. J. (2004). Reexamining the job satisfaction–performance relationship: The complexity of attitudes.*Journal of Applied Psychology, 89,* 165-177.

Recommended:

Barrick, M.R.,& Mount, M. (1991).The big five personality dimensions and job performance: A meta-analysis.*Personnel Psychology, 44,*1-26.

Brief, A. & Weiss, H. (2002).Organizational behavior: Affect in the workplace. *Annual Review of Psychology, 53*: 279-307.

Davis-Blake, A., &Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review, 14,* 385-400.

House, R. J., Shane, S. A., & Herold, D. M. (1996). Rumors of the death of dispositional research are vastly exaggerated. *Academy of Management Review, 21,* 203-224.

Mathieu, J. E., &Zajac, D. M. (1990).A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment.*Psychological Bulletin, 108,* 171-194.

Meyer, R. C., Davis, J. H., &Schoorman, F. D. (1995).An integrative model of organizational trust.*Academy of Management Review, 20,* 709-734.

Staw, B. M., & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis. *Journal of Organizational Behavior, 26,* 59-78.

Week 4 (10/06) National Holiday-Independence Day

Week 5 (10/13). Motivation: Expectancy and Goal-setting Theory

Required:

Elloit, A. J., &Harackiewicz, J. M. (1994). Goal setting, achievement orientation, and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology, 66,* 968-980.

Grant, A. M., & Berry, J. W. (2011). The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective taking, and creativity. *Academy of Management Journal, 54*(1), 73-96.

Latham, G. P., & Locke, E. A. (1991).Self-regulation through goal setting.*Organizational

Behavior and Human Decision Processes, 50, 212-247.

Latham, G. P., & Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal setting. *Organizational Dynamics, 35,* 332-340.

Latham, G. P., &Pinder, C. C. (2005).Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology, 56,* 485-516.

Recommended:

Eerde, W., & Thierry, H. 1996. Vroom's expectancy models and work-related criteria: A meta-analysis. *Journal of Applied Psychology, 81*: 575-586.

Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990s. *Journal of Management, 25,* 231-292.

Deci, E., Koestner, R., & Ryan, R. (1999).A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation.*Psychological Bulletin, 125,* 627-668.

Locke, E. A., & Latham, G.P. (2004).What should we do about motivation theory?Six recommendations for the 21st century.*Academy of Management Review, 29,* 388-403.

Week 6 (10/20). Organizational Justice

Required:

Chen, C. (1995). New trends in reward allocation preferences: A Sino-US comparison.*Academy of Management Journal,38,*408-426.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. G. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86: 425-445.

Colquitt, J. A., Scott, B. A.,Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., Wesson, M. J. 2013. Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology,* 98(2), 199-236.

Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity.*Organizational Behavior and Human Decision Processes, 54,* 81-103.

Qin, X., Ren, R.*, Zhang, Z. X.,& Johnson, R. E. (Forthcoming).Fairness heuristics and substitutability effects: Inferring the fairness of outcomes, procedures, and interpersonal treatment when employees lack clear information. *Journal of Applied Psychology.*

Recommended:

Blau, P. M. (1964). *Exchange and power in social life*.New York: John Wiley & Sons.(Chapter 4: Social exchange, pp. 88-114).

Brockner, J., Fishman, A. Y., Reb, J., Goldman, B., Spiegel, S., &Garden, C. 2007. Procedural Fairness, Outcome Favorability, and Judgments of anAuthority's Responsibility.*Journal of Applied Psychology,* 92: 1657-1671.

Colquitt, J. A. 2001. On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86: 386-400.

Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships.*Academy of Management Journal, 43,* 738-748.

McFarlin& Sweeney. 1992. Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal, 35:* 626-637.

Scott, B. A., Colquitt, J. A., Zapata-Phelan, C. P. (2007). **Justice** as a Dependent Variable: Subordinate Charisma as a Predictor **of** Interpersonal and Informational **Justice** Perceptions.*JournalofAppliedPsychology*,*92,* 1597-1609.

Week 7 (10/27). Leadership

Required:

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology, 60*, 421-449.

House, R. J. (1971). A path goal theory of leader effectiveness.*Administrative Science Quarterly, 16,* 321-339.

House, R.J., Spangler, W.D.,&Woycke, J. (1991).Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness.*Administrative Science Quarterly, 36,* 364-396.

Schriesheim, C. A., Castro, S. &Cogliser, C.C. 1999. Leader-member exchange (LMX) research: A comprehensive review of theory, measurement and data-analytic practices. *Leadership Quarterly,10,*3-113.

Recommended:

Judge, T., Colbert, A. &Ilies, R. 2004. Intelligence and leadership: A quantitative review and test of theoretical propositions.*Journal of Applied Psychology, 89*(3): 542-552.

Liden, R. C., &Graen, G. B. (1980).Generalizability of the vertical dyad linkage model of leadership.*Academy of Management Journal, 23,* 451-465.

Sparrowe, R.T.,&Liden, R.C. (1997).Process and structure in leader-member exchange.*Academy of Management Review, 22,* 522-552.

Sy, T.; Côté, S.; Saavedra, R. 2005. The Contagious Leader: Impact of the Leader's Mood on the Mood of Group Members, Group Affective Tone, and Group Processes.*Journal of Applied Psychology, 90*(2), 295-305.

Waldman, D.A., Ramirez, G.G., House, R.J.,&Puranam, P. (2001). Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty.*Academy of Management Journal, 44,*134-143.

Week 8 (11/03). UndesirableWork Behaviors

Required:

Dalal, R. S. (2005).A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior.*Journal of Applied Psychology, 90,* 1241-1255.

Skarlicki, D.P. & Folger, R. (1997).Retaliation in the workplace: The role of distributive, procedural, and interactional justice.*Journal of Applied Psychology, 82,*434-443.

Umphress, E. E.; Bingham, J. B.; Mitchell, M. S. (2010).Unethicalbehavior in the name of the company: The moderating effect of organizational identification and positive reciprocity beliefs on unethical pro-organizational behavior.*Journal of Applied Psychology, 95,* 769-780.

Van Dyne, L., Cummings, L.L., & McLean Parks, J. (1995).Extra-role behaviors: In pursuit of construct and definitional clarity (a bridge over muddied waters).In L.L. Cummings and B.M. Staw (Eds), *Research in Organizational Behavior,* (pp. 215-285).San Francisco, CA: JAI Press.

Recommended:

Farh, J.L., Earley, P.C., & Lin, S.C. (1997).Impetus for action: A cultural analysis of justice and organizational citizenship behavior in Chinese society.*Administrative Science Quarterly, 42,* 421-444.

Greenberg, J. (1990). Employee theft as a reaction to underpayment inequality: The hidden costs of pay cuts.*Journal of Applied Psychology, 75,* 561-568.

Kramer, R.M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions.*Annual Review of Psychology, 50,*569-598.

Marcus, B.,& Schuler, H. (2004).Antecedents of counterproductive behavior at work: A general perspective. *Journal of Applied Psychology, 89,* 647-660.

Organ, D.W.,& Ryan, K. (1995).A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior.*Personnel Psychology, 48,*775-802.

Podsakoff, P.M., MacKenzie, S.B., Paine, J.B., & Bachrach, D.G. (2000). Organizational citizenship behaviors: A critical view of the theoretical and empirical literature and suggestions for future research.*Journal of Management, 26,* 513-563.

Week9 (11/10). Discussion of Research Ideas
We will discuss each student's research idea in the class.

Week 10 (11/17). Publishing and Presentation of Research Products
Required:

Academy of Management Journal. 2008. Style guide for authors.

Academy of Management Journal. 2008. Guidelines for reviewers.

Alley, M. (1996).*The craft of scientific writing* (3 ed.). New York: Springer. (Chapter 5: Language: Being clear, pp. 83-96; Chapter 6: Language: Being forthright, pp. 97-109; Chapter 7: Language: Being familiar, pp. 110-118; Chapter 8: Language: Being concise, pp. 119-127.)

Ashford, S. J. (1996). The publishing process: The struggle for meaning. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 119-127). Thousand Oaks, CA: Sage.

Bem, D. J. (2002).Writing the empirical journal article. In J. M. Darley, M. P. Zanna& H. L. Roediger, III (Eds.), *Thecompleatacademic: A career guide*(pp. 185-220).Washington, DC: American Psychological Association.

Davis, M. (1997).*Scientific papers and presentations*.San Diego, CA: Academic Press. (Chapter 15: Visual aids to communication, pp. 147-156; Chapter 16: The slide presentation, pp. 157-171.)

Recommended:

Bem, D. J. (1995).Writing a review article for Psychological Bulletin.*Psychological Bulletin, 118*(2), 172-177.

Daft, R. L. (1995). Why I recommend that your manuscript be rejected and what you can do about it. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 164-182). Thousand Oaks, CA: Sage.

Editorial. (1993). Article review checklist: A criterion checklist for reviewing research articles in applied psychology. *Personnel Psychology, 46*, 705-718.

Johanson, L. M. (2007). Sitting in your reader's chair: Attending to your academic sensemakers.

Journal of Management Inquiry, 16, 290-295.

Publication manual of the American Psychological Association.4th ed. Washington, DC : American Psychological Association, 1994.Chapters 1 and 2.

达里尔•贝姆 (2008). 撰写与发表论文 (卢. 等, Trans.). In 约翰•达利, 马克•扎纳&亨利•罗迪格（III） (Eds.), *规则与潜规则：学术界的生存智慧* (2 ed., pp. 131-151).北京: 北京大学出版社.

陈晓萍 (2008). 一篇论文的经历：从问题的提出到文章的发表. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 426-440).北京: 北京大学出版社.

国家技术监督局(1987). 科学技术报告、学位论文和学术论文的编写格式 (GB 7713-87). 北京.

国家技术监督局(1995). 出版物上数字用法的规定 (GB/T 15835-1995). 北京.

徐淑英 (2008). 管理研究论文写作和审阅的过程. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 411-425).北京: 北京大学出版社.

徐淑英 (2008). 如何在一流期刊上发表管理学研究论文？. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 1-9).北京: 北京大学出版社.

Week 11 (11/24). Multilevel Research on OB

Required:

Dansereau, F., Yammarino, F.J., & Kohles, J.C. 1999. Multiplelevel of analysis from a longitudinal perspective: Some implications for theory building. *AMR,* 24: 346-357.

Erdogan, B., & Enders, J. 2007. Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationship. *JAP*, 92: 321-330.

Hofmann, D.A., Griffin, M. A., & Gavin, M. B. (2000). The application of hierarchical linear modeling to organizational research. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions* (pp. 467-511). San Fransisco: Jossey-Bass.

Waldman, D.A., &Yammarino, F.J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review, 24,*266-285.

Recommended:

George, J. M. (1990). Personality, affect, and behavior in groups.*Journal of Applied Psychology, 75,* 107-116.

George, J. M., & James, L. R. (1993). Personality, affect, and behavior in groups revisited: Comment on aggregation, levels of analysis, and a recent application of within and between analysis. *Journal of Applied Psychology, 78,* 798-804.

Yammarino, F. J., & Markham, S. E. (1992). On the application of within and between analysis: Are absence and affect really group-based phenomena? *Journal of Applied Psychology, 77,* 168-176.

廖卉, &庄瑗嘉 (2008). 多层次理论模型的建立及研究方法. In 陈晓萍, 徐淑英&樊景立 (Eds.), *组织与管理研究的实证方法* (pp. 332-357).北京: 北京大学出版社.

Week 12 (12/01). Final Presentation

Each student will have 15 minutes to present own proposals, followed by Q&A. Please rehearse a few times to make sure that you can make your points VERY clear in the time given.