



CLASSROOM: Frisco
MEETING TIME: Tuesday, 1:00 PM- 3:45 PM CST
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

Instructor: Dr. Sonia Taneja
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Office: BA 311, COB, TAMUC Main Campus
Office Hours: TUESDAY 12-1 PM CST at Frisco; Wednesday 12-4 PM at TAMUC Campus

REQUIRED TEXT:

Organizational Behavior, 17th edition, by Robbins & Judge, Prentice-Hall Publishing

Print Version ISBN: 9780134796802. **Cost: \$227.10 (New)* and \$181.70 (Used)***
(An older edition would just do fine).

Note: There is no need to buy the book with the access code. It is not required at this time.

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development. This course aims to improve students understanding of human behavior in organization and the ability to lead people to achieve more effectively toward increased organizational performance. *Students will be able to view themselves as engaged citizens within an interconnected and diverse world (QEP SLO, 2014).* After completing this course, students should be able to:

- Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.
- Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.
- Understand the organizational system, including organizational structures, culture, human resources, and change.

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:

To assess the mastery in the course, a group assignment, 3 exams, 2 cases, an organizational structure paper, and an organizational challenge assignment will be used.

COURSE FORMAT:

This course is a F2F course. I've designed the course and thought carefully about the types of assignments and format that would be best suited to the course goals. **Nevertheless, the quality of the course will depend very much on the preparation and effort expended by all members of the course.** You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the course management website. Be sure to log onto course and check your university e-mail regularly to see what work you are required to

do. I will create group discussion board on course home page for the group assignment. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively work on your group project. There are other richer forms of communication available so feel free to use them. You should submit all of your work in a format that is compatible with **Microsoft Word** and post it in the appropriate "Dropboxes" when due.

COURSE SCHEDULE:

A specific course schedule is included at the end of this syllabus.

GRADING

Component	Type	Value
Exam (3 @ 50 Points Each)	Individual	150 points (30%)
Group Assignment	Group	100 points (20%)
Case Assignment (1 @ 100 Points Each)	Individual	100 points (20%)
Organizational Structure Assignment	Individual	75 points (15%)
Organizational Challenge Assignment	Individual	75 points (15%)
Course Total		500 points

- Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
- Withdrawal - Must be initiated by the student administratively.

COURSE ASSIGNMENTS

EXAM: The exam **will be timed** and can only be accessed once; therefore, once you begin, you may not stop and come back to it later. A missed quiz equals a missed quiz grade regardless of the reason unless you contact me immediately. There will be no make-up quizzes except for observance of religious holidays, sanctioned University events or documented serious illnesses. It is your responsibility to make alternate arrangements with me *at least two weeks prior to the actual date of the religious holiday or University event*. There will be no makeup quizzes for any other reason, without a late deduction of 25% off the top of your final score.

GROUP ASSIGNMENT: Each student will be assigned to a group of approximately 4-5 individuals. The final project will be a research paper on an area of organizational management and behavior that is of interest to the student. The parameters are somewhat flexible so that students can research and report on a topic/theme within the class (or that relates to the class but isn't explored fully within class material) that interests them. Basically, students will be responsible for writing a 10-15-page paper (on the topic of their choice). The students will need to identify their topic area and write an introduction by **September 24** (due by 8:00 AM CST). From this, I can provide any direction or discuss the appropriateness of topic with students on an individual basis. The research paper should be submitted to its corresponding dropbox and must be saved in a format compatible with Microsoft Word 2007/2010 (doc/docx file). A grading rubric for the paper can be found at the end of this syllabus.

CASE ASSIGNMENT: Students will complete one case brief throughout the semester. Case will be found under the "Assignment" on the Course Management site. In 2-3 pages (single spaced), you will analyze the case, including its decision makers and other stakeholders, organizational environment, key issues, and possible decisions and action strategies. At a minimum, your brief should address:

- the problem(s) or issue(s) at the core of the case;
- an evaluation of actions taken in the case to address the problem(s) or issue(s);
- an application of the theories, models and other material covered in the course—please consider how the material may illuminate the case dilemma and possible decisions/action strategies; and
- your recommendation for next steps (as applicable).

ORGANIZATIONAL STRUCTURE ASSIGNMENT: Students are required to work on one of the five organizational structures, i.e. functional, divisional, matrix, team-based or virtual network that exists in different organizations. Follow the instructions in your course website for additional details.

ORGANIZATIONAL CHALLENGE ASSIGNMENT:

Students are required to identify an organizational challenge related with problems of organizational behavior and management at the workplace. Management and leadership are complementary, but equally important, elements of getting things done through people. The primary topics explored in this course are individual differences at work, job attitudes, managing teams, managing job performance, managing globally, becoming a more effective leader, managing with power and influence, and managing the change process. Using these concepts, suggest what, how, and why individuals and organizations do what they do and what they should do. More details will be available in course management.

****NOTE**** All papers will automatically be submitted to Turnitin.com. Papers that receive higher than 25% on the similarity index will be reviewed for plagiarism. Using your own words and as few quotations as possible will help keep your score below 25%. Also, make sure you give credit to the authors by using the proper citations. For the grading rubric, see grading rubric for each assignment at the end of the syllabus.

COURSE POLICIES

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. Class attendance and participation (e.g., providing insightful comments and questions about the readings, contributing to class discussions, class exercises) are expected and will be graded. Additionally, role will be taken on a regular basis. The census day for Fall 2018 is September 12. If you do not first two F2F classes in the course absence will be notified to the registrar's office for the necessary action.

Attendance: Every effort will be made to take attendance each class meeting. Individuals must be present for the entire period to receive full credit for that session. It is your responsibility to sign the attendance sheet. Each absence may be a 2 – 5 point deduction.

Participation: Participation means being involved in class discussions, asking questions, having a meaningful dialogue in the class,

Professionalism: Respect begets respect. There tends to be two types of people, open and closed. Be Open! Be open to new ideas and new ways of thinking! As business majors it is important that you present yourself in class as you would in a professional work environment. Arriving late to class, coming in and out of class, making unprofessional comments to other students and the instructor, and sending inappropriate emails are examples of behaviors that can result in poor performance.

Electronic devices: You may use your electronic devices to follow along or take notes. Please be mindful that if the use of electronic devices distracts you or keeps you from actively participating you may want to reconsider. Please silence cell phones before class begins, and use during class only for emergencies. Kindly be respectful to your fellow colleagues and me. Refrain from using any social media website during class time unless, required for the class. If anytime, I feel the use of electronic devices is distracting; student may be asked to not use it during the class time.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the “Doc Sharing” tab. You should read this document, initial it, and submit it to me via its corresponding “Dropbox”.

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce: Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

NONDISCRIMINATION NOTICE:

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

OPEN CARRY LEGISLATION:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to:

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 (or call 9-1-1).

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

UNIVERSITY NONDISCRIMINATION STATEMENT:

Texas A&M University-Commerce is commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is “electronic” nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** I suggest that you log onto the eCollege site for this course SEVERAL TIMES a week. This is one way of “attending” the class. The other way you will be considered attending is to participate in your group discussion boards.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
 3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.
 4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to all policies stated in this syllabus.

MGT 305 - Tentative Schedule – FALL 2018

Week & Date	READINGS & ASSIGNMENTS	WORK DUE MONDAY BY 8:00 AM
1. August 28	**TEAM ESTABLISHMENT! ** Read, Initial, and Submit the Honesty Policy INTRODUCTION TO SYLLABUS R: Chapter 1- What is Organizational Behavior?	
2. September 04	R: Chapter 2- Diversity in Organizations	Submit group names by 09/04
3. September 11	R: Chapter 3- Attitudes and Job Satisfaction	
4. September 18	R: Chapter 5 - Personality and Values *Topic Selection for Group Paper	
5. September 25	R: Chapter 6 - Perception and Individual Decision Making	Submit Topic by 09/25 by 8:00 AM CST
6. October 02	EXAM I (Ch. 1-6)	
7. October 09	R: Chapter 7 - Motivation Concepts	
8. October 16	R: Chapter 9 - Foundations of Group Behavior *Introduction to Organizational Challenge	
9. October 23	R: Chapter 10 - Understanding Work Teams	
10. October 30	R: Chapter 11 - Communication R: Chapter 12 - Leadership	Case Assignment Due
11. November 06	EXAM II (Ch. 7-12)	
12. November 13	R: Chapter 13 - Power & Politics	
13. November 20	R: Chapter 14 - Conflict & Negotiation	
14. November 27	R: Chapter 15 - Foundations of Organizational Structure *Introduction to Organization Structure	Group Research Paper Due
15. December 04	R: Chapter 16 - Organizational Culture	Organization Structure Paper Due
16. December 11	R: Chapter 11 - Human Resource Policies & Practices R: Chapter 18 - Organizational Change & Stress Management	Organizational Challenge Assignment Due
	EXAM III (Ch. 13-18)	

Appendix A:

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>1. Identification of Critical Issues and Problems; Depth of Analysis I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case. Score:</p>	<p>Identifies all of the critical managerial/ethical issues. Thoroughly discusses, evaluates, and analyzes each managerial/ethical issue, providing convincing and supported arguments.</p> <p style="text-align: center;">(27-30)</p>	<p>Identifies most of the critical managerial/ethical issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p style="text-align: center;">(24-26)</p>	<p>Identifies many of the critical managerial/ethical issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p style="text-align: center;">(21-23)</p>	<p>Identifies few, if any, critical managerial/ethical issues. Fails to discuss, evaluate, and analyze each managerial/ethical issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p style="text-align: center;">(20 or Less)</p>
<p>2. Identification of the Impact /Challenges in the case Score:</p>	<p>Identifies all of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact.</p> <p style="text-align: center;">(27-30)</p>	<p>Identifies most of the parties impacted by the managerial/ethical issue. Thoroughly discusses, evaluates, and analyzes the impact, but could have gone more into depth.</p> <p style="text-align: center;">(24-26)</p>	<p>Identifies some of the parties impacted by the managerial/ethical issue. Discusses, evaluates, and analyzes the impact, but could have gone much more into depth.</p> <p style="text-align: center;">(21-23)</p>	<p>Identifies few of the parties impacted by the managerial/ethical issue. Does not discuss, evaluate, or analyze the impact.</p> <p style="text-align: center;">(20 or less)</p>
<p>3: Generates Alternatives and Recommendations Score:</p>	<p>Generates several high-quality alternative solutions; Recommendations are well argued and based on thorough analysis.</p> <p style="text-align: center;">(27-30)</p>	<p>Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis.</p> <p style="text-align: center;">(24-26)</p>	<p>Generates two or more alternative solutions; Recommendations are not fully supported by the analysis.</p> <p style="text-align: center;">(21-23)</p>	<p>Proposes only one (or no) alternative solution(s).</p> <p style="text-align: center;">(20 or Less)</p>
<p>4: Develops a Plan of Action for Implementing Recommendations Score:</p>	<p>Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p style="text-align: center;">(9-10)</p>	<p>Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p style="text-align: center;">(8)</p>	<p>The link between the problem and the action plan is logically consistent.</p> <p style="text-align: center;">(7)</p>	<p>Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p style="text-align: center;">(6 or Less)</p>
<p>Turnitin.com Similarity Rating</p>	<p>Student submits a paper that scores a low similarity rating (below 25%), indicating a</p>	<p>Student submits a paper that scores a mid-range similarity rating</p>	<p>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</p>	<p>Student submits a paper that scores a high similarity rating (above 75%), suggesting</p>

<p>Score: (This is a part of overall grading)</p>	<p>high degree of originality of the student's work.</p>	<p>(between 25 and 50%). (10-20 points will be deducted)</p>	<p>(Paper will not be accepted)</p>	<p>that there could be an issue with plagiarism. (Paper will not be graded and awarded ZERO)</p>
<p>Overall Quality of Written Communication</p> <p>Score: (This is a part of overall grade)</p>	<p>Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.</p>	<p>Student presented a well-written, coherent analysis that contained a few minor errors. (5 points will be deducted)</p>	<p>Student presented a rather coherent analysis that contained several minor errors. (5-10 points will be deducted)</p>	<p>Student presented an incoherent analysis that contained several major errors. (Paper will not be graded)</p>

Group Assignment Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Organizational Behavior Variables Critical to organization</p> <p>Score:</p>	<p>Identifies all organizational behavior variables critical to effective management of organization.</p> <p>(20)</p>	<p>Identifies many organizational behavior variables critical to effective management of organization.</p> <p>(18)</p>	<p>Identifies a few organizational behavior variables critical to effective management of organization.</p> <p>(16)</p>	<p>Identifies one or none of the organizational behavior variables critical to effective management of organization.</p> <p>(14)</p>
<p>Depth of Your Discussion of These Variables and Their Importance to organizations</p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates each organizational behavior variable and its relation to organizations, providing convincing and supported arguments.</p> <p>(40)</p>	<p>Discusses and evaluates each organizational behavior variable, providing convincing and supported arguments, but could have gone into a bit more depth.</p> <p>(36)</p>	<p>Discusses and evaluates each organizational behavior variable, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(32)</p>	<p>Fails to discuss and evaluate each organizational behavior variable, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(28)</p>
<p>Literature Review of the Organizational Behavior Topics—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple peer-review journal articles provided support for why each variable was included.</p> <p>(40)</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, variables were supported by empirical research from peer-review journal articles.</p> <p>(36)</p>	<p>Provides an adequate and clear review of the journal literature, but several variables lacked strong support from the empirical research presented in journal articles.</p> <p>(32)</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified variable. The few articles that were used came from low-level journals or websites.</p> <p>(28)</p>
<p>Turnitin.com Similarity Rating</p>	<p>Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.</p>	<p>Student submits a paper that scores a mid-range similarity rating (between 25 and 50%).</p>	<p>Student submits a paper that scores a rather high similarity rating (between 50% and 75%).</p>	<p>Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.</p>

Score: (This is a part of overall grading)		(10-20 points will be deducted)	(Paper will not be accepted)	(Paper will not be graded and awarded ZERO)
Overall Quality of Written Communication	Student presented a well-written, coherent analysis that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent analysis that contained a few minor errors.	Student presented a rather coherent analysis that contained several minor errors.	Student presented an incoherent analysis that contained several major errors.
Score: (This is a part of overall grade)		(5 points will be deducted)	(5-10 points will be deducted)	(Paper will not be graded)
Total Score:	___ out of 100			

****Peer Evaluation:** It is a part of the overall group assignment grade. Students are expected to be role models and it is my understanding that they will work with full dedication, sincerity, civility, and be committed to the group goals (i.e., group assignment). However, if any member's overall ratings are too low i.e., below 3 on the scale of five, it is the discretion of the instructor after carefully evaluating the work of student to deduct points from their overall grade in the group assignment. ***Please take group assignment very seriously and work well with your group members.*** Detailed instructions will be provided in the group charter available in course website in eCollege.

Organizational Structure Assignment

Students will receive points for how thoroughly they discuss organization structure and to understand the different organizational structures that exist and the advantages and disadvantages. Their utilization of articles/references to support their discussion will also be assessed. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go. Score:	Thoroughly discusses and evaluates organization structure, how it influences, and context, providing convincing and supported arguments. (65)	Discusses and evaluates organization structure, how it influences, and context, providing supported arguments, but could have gone into more depth. (60)	Discusses and evaluates organizational structure, how it influences, and context, providing supported arguments, but could have gone into much more depth. (55)	Fails to discuss and evaluate organizational structure, how it influences, and context, does not provide convincing or supported arguments, and lacks a significant degree of depth. (45)
Reference Support The more reference support	Research from multiple journal articles provided strong support for the discussion.	Research from journal articles provided support for most of the discussion. More	Several parts of the discussion lacked strong support from the research presented in journal	Fails to support the knowledge associated with issue at hand. The few articles that were used came from

you use, the better. The quality of the journals is also important.	Several of the journal articles used came from top-tier journals.	references could have been used and more could have come from top-tier journals.	articles. Most of the articles came from lower-level journals.	low-level journals or websites.
Score:	(10)	(9)	(8)	(7)
Total Score:	___ out of 75			

Organizational Challenge Assignment

Students will receive points for how thoroughly they discuss organizational challenge(s). Using OB concepts, suggest what, how, and why individuals and organizations do what they do and what they should do. More details will be available in course management website.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go.	Thoroughly discusses and evaluates organizational challenges, how it influences the organization, providing convincing and supported arguments.	Discusses and evaluates organizational challenge, how it influences organizations providing supported arguments, but could have gone into more depth.	Discusses and evaluates organizational challenges, how it influences the organizations providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate organizational challenges, how it influences organizations, does not provide convincing or supported arguments, and lacks a significant degree of depth.
Score:	(65)	(60)	(55)	(45)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	(10)	(9)	(8)	(7)
Total Score:	___ out of 75			