



**SPRING 2024**

## **MGT 585-02W: MANAGEMENT AND ORGANIZATIONAL BEHAVIOR**

**CLASSROOM:** WEB-BASED  
**LOCATION:** D2L  
**TIMES:** LIVE SSESSIONS (MONDAY 8-9 PM)

**Instructor:** Dr. Sonia Taneja  
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**Office:** BA 311  
**Office Hours:** Tuesday 12-4 PM

### **REQUIRED TEXT:**

**Bauer, T., & Erdogan, B. (2021). Organizational Behavior: Bridging Science and Practice, v. 4.0. ISBN: 978-1-4533-3767-7 (ISBN: 9781453399224 TAMUC Bookstore). (Students can also use Third Edition of the Book).**

**\*The TAMUC bookstore costs for this text: \$56.30**

**\*This book can be purchased directly from Flat World Knowledge ([www1.flatworldknowledge.com](http://www1.flatworldknowledge.com)) with the following available options:**

**Student Formats and Costs: (Please check Flatworld website for prices)**

- **Online Access [Required]: \$29.95 \*\*\*This \$39.95 option is acceptable for my class☺!!!**
- **Online Access [Required] + Ebook Downloads: \$59.95**
- **Online Access [Required] + Color Textbook: \$64.95**
- **Online Access [Required] + Ebook Downloads + Color Textbook: \$84.95**

**\*\*\*To order your book, go to: <https://students.flatworldknowledge.com/course/2606218>**

(\*Price subject to change).

### **COURSE OVERVIEW AND OBJECTIVES:**

This course is designed to provide an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial performance, as well as a variety of related organizational behavior topics. It focuses on such areas as developing self-awareness, creative problem-solving, supportive communication, the use of power and influence, motivation techniques, and managing conflict. Upon completion of this course, you should be able to:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.
- Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.
- Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts.

**COB STUDENT LEARNING OBJECTIVES:**

**SLO 1A-Spoken Communication** - Our graduates will be competent business communicators.

**SLO 1B-Written Communication** - Our graduates will be competent business communicators.

**SLO 2A-Ethics** – Our graduates will have the interpersonal competencies necessary to be effective business professionals.

**SLO 2B-Global** – Our graduates will have the interpersonal competencies necessary to be effective business professionals.

**SLO 3-Decision Making** - Our graduates will be effective business decision makers.

**SLO 4-Planning, Organizing, Leading, Controlling** - Our graduates will be proficient with following management skills: 4(a) Ability to analyze organizational plans and planning capabilities; 4(b) Ability to evaluate organizing capabilities and organizational structures; 4(c) Ability to comprehend different leadership styles in organizational context; 4(d) Ability to assess the progress and to take corrective action as a part of organizational control.

<b>COB Student Learning Objectives (SLOs)</b>	<b>Course Outcomes-</b> After successfully completing this course, students will be able to:	<b>Measurement Methods (Outcome Assessments)</b>
1B, 2A, 3, & 4C	<ul style="list-style-type: none"> <li>• Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.</li> <li>• Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.</li> <li>• Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Assignments</li> <li>• Case Analysis</li> <li>• Exams</li> </ul>

**COURSE FORMAT:**

This course is a complete online 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 D2L Brightspace course management website. Be sure to log onto D2L Brightspace and check your university e-mail regularly to see what work you are required to do. PowerPoint slides will be available for each of the book chapters, under the “Manage Files” tab. We will also utilize the “Discussions” option from the “Activities” dropdown menu on D2L Brightspace. I will post topics and/or questions in this forum, but I will have the discussions during the live sessions to enhance the teaching learning process. **ALL** written assignments will be posted on D2L Brightspace, under the “Manage Files” tab. You should submit all of your work in a format that is compatible with **Microsoft Office** and post it in the appropriate “Assignment Submission Folder” (under “Activities” and then “Assignments”) when it is due. The midterm and final exams can be found under the “Activities” tab (then “Quizzes” from the dropdown menu) on the top of the D2L Brightspace screen.

**COURSE SCHEDULE:**

A course schedule is included on the sixth page of this syllabus.

**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 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 "Assignment" 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](mailto:StudentDisabilityServices@tamuc.edu)

## **STUDENT WELLBEING:**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **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).

## **UNIVERSITY'S PANDEMIC RESPONSE**

Texas A&M-Commerce strongly recommends, but does not require, the use of face-coverings in all instructional and research classrooms/laboratories. This response may change as the semester progresses if state and university requirements change. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Refusal to comply with state and university mandates can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

## 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.

## COURSE POLICIES AND 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:** Attendance: This is an online class that’s why I will be having the regular live sessions on Monday evening. I strongly recommend to attend the live session regularly and participate in the class. Submit all course work as scheduled. Failure to submit the work on time would result in a grade “F”. Failing to attend the class will also be reported on the 12<sup>th</sup> day class roster submitted to the registrar’s office.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 585 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. All work and assignments for the entire course will be available on the first day of class. 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 the all assignments submitted by the specified due dates. I have outlined a “suggested” schedule that I think would help you maintain a good pace, but you don’t have to follow it. However, you **MUST** turn in all written assignments **ON TIME**. You will have until **8:00AM CST** to submit the work that is listed in the far right, “Work Due” column of the course schedule provided on the fifth page of this syllabus. I will accept late assignments. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 8:00 AM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 8:00 AM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.
  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 Office.**
- **Back-ups Are Required:** You are required to back up all your assignments. 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**. I will be communicating through email and/or in the class.
- **Make-up Exams or Late 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.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced in the class and e-mail. It is your responsibility to become aware of any such changes.

## GRADE COMPONENTS:

Component	Type	Point Value	% Value
Case Assignments (2 @ 150 Points Each)	Individual	300 points	30%
Exams (2 @ 200 Points Each)	Individual	400 points	40%
Topic Assignment (2 @ 100 Points Each)	Individual	200 points	20%
Class Participation/Presentation	Individual	100 points	10%
<b>Course Total</b>		<b>100 points</b>	<b>100%</b>

## GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

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

## CASE ASSIGNMENTS:

Throughout the semester, you will be required to analyze two cases that will be provided to you or readily accessible via one of the TAMUC Library Databases (ABI-Inform, Business Source Complete, etc.). The casework is worth a total of 200 points (20% of your course grade), so take it seriously. Specific instructions, entitled “Case Instructions”, for the cases will be posted in course. The analyses should be submitted to the “Assignment Submission folder” designated for that case. The document must be compatible with Microsoft Office. A grading rubric for the case assignments can be found at the end of this syllabus and in the “Case Instructions” document posted in “Manage Files” tab.

## EXAMS:

The midterm and final exams will test your comprehension of the assigned text via multiple-choice questions and short answer type questions. The midterm exam will cover the material from the first half of the course and the final exam will cover the material from the second half of the course. These exams can be accessed in course, under the weekly tab in which each exam is assigned. Make sure you are prepared to take the exam before clicking on the start button. These exams will be timed, and you may only attempt them once.

## TOPIC ASSIGNMENTS:

You will be required to complete three assignments focusing on different topics that we will cover in this course. The topics you will complete assignments for include: (1) decision making and (3) leadership and motivation. Each assignment is worth 100 points (10% of your course grade), for a total of 200 points (a total of 30% of your course grade). The instructions for each of these assignments will be posted under the “Course Materials” tab in D2L, in documents with titles that correspond to the topic.

## CLASS ATTENDANCE, PARTICIPATION, AND PRESENTATION:

Attendance and participation are critical to gaining the most you possibly can from this course. Providing insightful comments and questions about the readings, contributing to discussions is posted to engage students in the course.

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

Presentation in Class: You can choose to work in team of two students or individually. Each student is required to present during live sessions. A case study/topic will be provided during third week of the course. If students fail to present in during the live session. A grade of ZERO will be noted in the grade book for this grading component.

- ❖ **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME to CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**

❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL ASSIGNMENTS (APA FORMATTING AND TOPIC ASSIGNMENTS), THE CASE ASSIGNMENTS, AND THE EXAMS ARE DUE BY 8 AM (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON MONDAY.**

WEEK & DATE (MONDAY)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAMS	WRITTEN WORK DUE: BY 8:00 AM ON THIS DAY
1. January 10	Introduction to Syllabus ***Read, Initial, and Submit the Honesty Policy	Review Syllabus and D2L
2. January 15	T: Chapter 1—Organizational Behavior	<b>Honesty Policy Due</b>
3. January 22	T: Chapter 2—Managing Demographic and Cultural Diversity	
4. January 29	T: Chapter 3—Understanding People at Work: Individual Differences and Perception ***Case 1 Assigned	
5. February 05	T: Chapter 4—Individual Attitudes and Behaviors	
6. February 12	T: Chapter 5—Theories of Motivation T: Chapter 6—Designing a Motivating Work Environment	<b>Case 1 Due</b>
7. February 19	T: Chapter 7—Managing Stress and Emotions	
8. February 26	T: Chapter 8- Communications	
9. March 04	***Midterm Exam***	
10. March 11	T: Chapter 12: Managing Decisions	<b>Mid- Term Exam Due</b>
11. March 18	T: Chapter 13—Power & Politics	
12. March 25	T: Chapter 10—Conflict and Negotiations ***C: (Case 2 Assignment)	Decision Making Assignment Due
13. April 01	T: Chapter 12— Leading People Within Organizations *** Leadership Assignment Assigned	
14. April 08	T: Chapter 15—Organizational Culture	<b>Leadership Assignment Due</b>
15. April 15	T: Chapter 9— Managing Groups and Teams	<b>Case 2 Due</b>
16. April 22	T: Chapter 14—Organizational Structure and Change	
17. April 29	<b>Presentations In Live Session</b>	
18. May 06	<b>Presentations in Live Session</b>	<b>Final Exam Due on 05/06</b>

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **T: ASSIGNED TEXT BOOK FOR THE COURSE**
- ❖ **C: CASE THAT WILL BE PROVIDED**

### Case Analysis Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues and Problems; Depth of Analysis</b></p> <p>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.</p> <p><b>Score:</b></p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p><b>(50)</b></p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p><b>(46)</b></p>	<p>Identifies many of the critical managerial 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><b>(40)</b></p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p><b>(30 or Less)</b></p>
<p><b>Generates Alternatives and Recommendations; Develops a Plan of Action for Implementing Recommendations</b></p> <p><b>Score:</b></p>	<p>Generates several high-quality alternative solutions; Recommendations are well-argued and based on thorough analysis; 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><b>(50)</b></p>	<p>Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis; Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p><b>(46)</b></p>	<p>Generates two or more alternative solutions; Recommendations are not fully supported by the analysis; Acknowledges potential problems with implementation, but does not adequately address mitigation; The link between the problem and the action plan is logically consistent.</p> <p><b>(40)</b></p>	<p>Proposes only one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p><b>(30 or Less)</b></p>
<p><b>Literature Review of the Managerial Issues—Reference Support</b></p> <p>The more reference support you use to support your analysis of issues and recommendations, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.</p> <p><b>(50)</b></p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p><b>(46)</b></p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(40)</b></p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.</p> <p><b>(30 or Less)</b></p>
<p><b>APA Formatting of References</b></p> <p>Students must cite all references in APA format, in-text and on reference page.</p> <p><b>Score:</b></p>	<p>Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).</p>	<p>Student cited most references properly, formatted in APA Style (a few minor errors). <b>(3 Points or less will be deducted)</b></p>	<p>Student cited many references properly, formatted in APA Style (4 or more minor errors). <b>(4 or less points will be deducted)</b></p>	<p>Student cited few references properly (4 or more errors with at least 1 being a major error). <b>(5 or more points will be deducted)</b></p>
<p><b>Overall Quality of Written Communication</b></p> <p><b>Score: (This is a part of the overall grade)</b></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.</p>	<p>Student does not present a well-written, coherent analysis that contained many errors.</p> <p><b>(10)</b></p>	<p>Student presented an incoherent analysis that contained several major errors.</p> <p>(Revise and Re-submit with a grade reduction)</p>

<b>Turnitin.com Similarity Rating</b>	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 40%).	Student submits a paper that scores a mid-range similarity rating (between 40%-74%).	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.
<b>Score: (This is a part of the overall grade)</b>		<b>(10-20 Points will be deducted)</b>	<b>(Assignment will not be accepted and grade of ZERO will be awarded)</b>	<b>(Will be reported to Department Chair of Management)</b>
<b>Total Score:</b>	___ out of 150			

## Additional Grading Rubric

### Individual Behavior Assignment

Students will receive points for how thoroughly they discuss the match between their personality and their job and their utilization of articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

Component	Far Exceeds Standards	Exceeds Standards	Meets Standards	Needs Improvement
<b>Depth and Quality of Discussion</b>  I will consider how detailed your discussion is and how far into depth you go.	Thoroughly discusses and evaluates the personality dimension(s), providing convincing and supported arguments.	Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into a bit more depth.	Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate the personality dimension(s), does not provide convincing or supported arguments, and lacks a significant degree of depth.
<b>Score:</b>	<b>(85-90)</b>	<b>(80-84)</b>	<b>(75-79)</b>	<b>(60 or less)</b>
<b>Reference Support</b>  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.
<b>Score:</b>	<b>(10)</b>	<b>(8-9)</b>	<b>(7)</b>	<b>(6 or less)</b>
<b>Turnitin.com Similarity Rating</b>	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 40%).	Student submits a paper that scores a mid-range similarity rating (between 40%-74%).	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.
<b>Score: (This is a part of the overall grade)</b>		<b>(10-20 Points will be deducted)</b>	<b>(Assignment will not be accepted) A grade of Zero will be awarded.</b>	<b>(Will be reported to Department Chair of Management)</b>

**Total Score: \_\_\_ out of 100**

### Decision Making Assignment

- Students will receive points for how thoroughly they discuss the issues related to the decision-making scenario that is posed. 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.

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Depth and Quality of Discussion</b>  I will consider how detailed your discussion is and how far into depth you go.  <b>Score:</b>	Thoroughly discusses and evaluates the issues related to the decision at hand, providing convincing and supported arguments.  <b>(90)</b>	Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into a bit more depth.  <b>(85)</b>	Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into much more depth.  <b>(80)</b>	Fails to discuss and evaluate valid issues related to the decision at hand, does not provide convincing or supported arguments, and lacks a significant degree of depth.  <b>(60)</b>
<b>Reference Support</b>  The more reference support you use, the better. The quality of the journals is also important.  <b>Score:</b>	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.  <b>(10)</b>	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.  <b>(9)</b>	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.  <b>(8)</b>	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.  <b>(7)</b>
<b>Turnitin.com Similarity Rating</b>  <b>Score: (This is a part of the overall grade)</b>	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 40%).  <b>(10-20 Points will be deducted)</b>	Student submits a paper that scores a mid-range similarity rating (between 40%-74%).  <b>(Assignment will not be accepted) A grade of Zero will be awarded).</b>	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.  <b>(Will be reported to Department Chair of Management)</b>
<b>Total Score:</b>	___ out of 100			

### Leadership Assignment

♣ Students will receive points for how thoroughly they discuss leadership, how leaders influence followers, and how individuals lead across organizational contexts. 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.

<b>Component</b>	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>
<b>Depth and Quality of Discussion</b>  I will consider how detailed your discussion is and how far into depth you go.  <b>Score:</b>	Thoroughly discusses and evaluates leadership, influence, and context, providing convincing and supported arguments.  <b>(85-90)</b>	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into more depth.  <b>(85)</b>	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into much more depth.  <b>(75-80)</b>	Fails to discuss and evaluate leadership, influence, and context, does not provide convincing or supported arguments, and lacks a significant degree of depth.  <b>(70 or less)</b>
<b>Reference Support</b>  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.  <b>(10)</b>	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.  <b>(9)</b>	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.  <b>(8)</b>	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-

				level journals or websites. <b>(7)</b>
<b>Turnitin.com Similarity Rating</b>	Student submits a paper that scores a low similarity rating (below 25%), indicating a high degree of originality of the student's work.	Student submits a paper that scores a mid-range similarity rating (between 25 and 40%).  <b>(10-20 Points will be deducted)</b>	Student submits a paper that scores a mid-range similarity rating (between 40%-74%).  <b>(Assignment will not be accepted) A grade of Zero will be awarded.</b>	Student submits a paper that scores a high similarity rating (above 75%), suggesting that there could be an issue with plagiarism.  <b>(Will be reported to Department Chair of Management)</b>
<b>Score: (This is a part of the overall grade)</b>				

Total Score: \_\_\_\_ out of 100