



**CLASSROOM:** Web-Based Course  
**MEETING TIME:** See Course Schedule for Assignment Due Dates  
**NOTE ABOUT TIMES:** All times and deadlines are Central Standard Time (CST) Zone (Commerce, TX).

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**Office:** BA 304  
**Office Hours:** M, W 12-2pm  
**Virtual Office Hours:** Fridays @ 10am on zoom: <https://tamuc.zoom.us/j/97008242956>

### REQUIRED TEXT:

Bauer, T., & Erdogan, B. (2017). *Organizational Behavior*, v. 2.0. ISBN: 9781453385982 (TAMUC Bookstore).

\*The TAMUC bookstore costs for this text are: New \$62.50; New Rental \$59.40; Used Rental \$46.90.

\*A version of this book (v. 2.0; 2015; ISBN: 978-1-4533-7118-3) can be purchased directly from Flat World Knowledge (<https://catalog.flatworldknowledge.com/>) with the following available options:

#### Student Formats and Costs:

- Online Access [Required]: \$29.95 \*\*\*This \$29.95 option is acceptable for my class☺!!!
- Online Access [Required] + Color Textbook: \$54.95

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

### COURSE OVERVIEW:

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.

### STUDENT LEARNING OBJECTIVES:

Upon successful completion of this course, students will 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:

1. Students will demonstrate proficiency in spoken communications by delivering clear and well-structured business presentations.
2. Students will demonstrate proficiency in written communications by creating clear and well-structured

business documents.

3. Students will identify and evaluate ethical business issues.
4. Students will identify and evaluate global business challenges.
5. Students will be analytical problem solvers in business environments.

| Student Learning Outcomes (SLOs) | Objectives - After successfully completing this course, students will be able to:   | Objectives will be measured as follows:    |
|----------------------------------|---|--|
| 2, 3, 5                          | Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.                         | Case Studies<br>Topic Assignments<br>Exams |
| 2, 5                             | Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.                       | Topic Assignments<br>Exams                 |
| 5                                | Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts. | Exams                                      |

### **COURSE FORMAT:**

This course is entirely Web-based. 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 to generate discussion among you and your classmates. You are encouraged to respond to your classmates' questions and comments. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. **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 fifth 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:**

The College of Business at Texas A&M University-Commerce faculty, staff and students will follow the highest level of ethical and professional behavior. We will strive to be recognized as a community with legal, ethical and moral principles and to teach and practice professionalism in all that we do. In an academic environment we will endeavor to not only teach these values but also to live them in our daily lives and work. Faculty and staff will be held to the same standards and expectations as our students. The Academic Dishonesty Policy of the Management Department is governed by the following university procedures: 13.99.99.R0.03 Undergraduate Academic

Dishonesty and 13.99.99.R0.10 Graduate Student Academic Dishonesty. You may read the procedure in its entirety from the University's website. Failure to abide by these principles will result in sanctions up to and including dismissal.

### **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)

### **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.

### **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:** You are expected to log onto D2L regularly.
- **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. 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 Office.**
  - o **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.
  - o **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 and is the **BEST** way to reach me.
  - o **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.
  - o **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 via D2L Brightspace and e-mail. It is your responsibility to become aware of any such changes.

**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.

### GRADE COMPONENTS:

| Component                              | Type       | Point Value        | % Value     |
|--|------------|--------------------|-------------|
| Case Assignments (2 @ 200 Points Each) | Individual | 400 points         | 30%         |
| Exams (2 @ 150 Points Each)            | Individual | 300 points         | 20%         |
| Topic Assignment (3 @ 100 Points Each) | Individual | 300 points         | 40%         |
| <b>Course Total</b>                    |            | <b>1000 points</b> | <b>100%</b> |

### GRADING SCALE:

| Points     | Grade |
|------------|-------|
| 895 - 1000 | A     |
| 795 - 894  | B     |
| 695 - 794  | C     |

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

is worth a total of 300 points (30% of your course grade), so take it seriously. Specific instructions, entitled “Case Instructions”, for the cases will be posted on D2L Brightspace, under the “Manage Files” tab. 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 under the “Manage Files” tab.

### **EXAMS:**

The midterm and final exams will test your comprehension of the assigned text via multiple-choice 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 D2L Brightspace, under the “Activities” tab (then “Quizzes” from the dropdown menu) on the top of the D2L Brightspace screen. 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 five assignments focusing on different topics that we will cover in this course. The five topics you will complete assignments for include: (1) individual behavior; (2) motivation; (3) decision making; (4) leadership; (5) culture. The instructions for each of these assignments will be posted under the “Manage Files” tab in D2L, in documents with titles that correspond to the topic.

### **CLASS ATTENDANCE & PARTICIPATION:**

Attendance and participation are critical to gaining the most you possibly can from this course. I suggest that you log onto the D2L Brightspace site for this course **SEVERAL TIMES** a week. This is your way of “attending” the class. As mentioned earlier, posting and responding to discussion thread questions is your main way of actively participating in the class. You are **NOT REQUIRED** to post questions and/or responses on every discussion thread, but it will help you be more involved in the class and gain more benefit from it. I will also facilitate a few chat sessions throughout the course. Times and dates for these chat sessions will be announced at a later date. It is not required that you participate in the chats, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have.

- ❖ **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, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**

| <b>WEEK OF:</b>    | <b>WORK ASSIGNED:<br/>READINGS, ASSIGNMENTS, &amp; EXAMS</b>                        | <b>WRITTEN WORK DUE:<br/>BY 11:59 PM ON THIS DAY</b>              |
|--------------------|---|---|
| Week 1:<br>Aug 26  | T: Chapter 1—Organizational Behavior  | Review syllabus and D2L<br>Live Session 1: 9pm via<br>Zoom (8/27) |
| Week 2:<br>Sep 3   | T: Chapter 2—Managing Demographic and Cultural<br>Diversity                         |   |
| Week 3:<br>Sep 9   | T: Chapter 3—Understanding People at Work: Individual<br>Differences and Perception |   |
| Week 4:<br>Sep 16  | T: Chapter 4—Individual Attitudes and Behaviors                                     | <b>Individual Behavior<br/>Assignment Due (9/23)</b>              |
| Week 5:<br>Sep 23  | T: Chapter 5—Theories of Motivation   | <b>Case 1 Due (9/30)</b>  |
| Week 6:<br>Sep 30  | T: Chapter 6—Designing a Motivating Work Environment                                | <b>Motivation Assignment Due<br/>(10/7)</b>                       |
| Week 7:<br>Oct 7   | T: Chapter 7—Managing Stress and Emotions   |   |
| Week 8:<br>Oct 14  | T: Chapter 8—Communication  | <b>Midterm Exam Open (10/15-<br/>10/21)</b>                       |
| Week 9:<br>Oct 21  | T: Chapter 9—Managing Groups and Teams  |   |
| Week 10:<br>Oct 28 | T: Chapter 10—Conflict and Negotiations   |   |
| Week 11:<br>Nov 4  | T: Chapter 11—Making Decisions  | <b>Case 2 Due (11/4)</b>  |
| Week 12:<br>Nov 11 | T: Chapter 12—Leading People Within Organizations                                   |   |
| Week 13:<br>Nov 18 | T: Chapter 13—Power and Politics  | <b>Leadership Assignment Due<br/>(11/18)</b>                      |
| Week 14:<br>Nov 25 | T: Chapter 14—Organizational Structure and Change                                   |   |
| Week 15:<br>Dec 2  | T: Chapter 15—Organizational Culture  |   |
| Week 16:<br>Dec 8  | <b>***Final Exam Assigned</b>   | <b>Final Exam Open (12/3-12/8)</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>(27-30)</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>(24-26)</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>(21-23)</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>(20 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>(27-30)</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>(24-26)</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>(21-23)</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>(20 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>(27-30)</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>(24-26)</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>(21-23)</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>(20 or Less)</b></p> |
| <p><b>APA Formatting of References</b></p> <p>Students must cite all references in APA</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).</p>   | <p>Student cited many references properly, formatted in APA Style (4 or more minor errors).</p>   | <p>Student cited few references properly (4 or more errors with at least 1 being a major error).</p>   |

|  |                       |            |            |                    |
|--|-----------------------|------------|------------|--------------------|
| format, in-text and on reference page. | errors).              |            |            |                    |
| <b>Score:</b>                          | <b>(9-10)</b>         | <b>(8)</b> | <b>(7)</b> | <b>(6 or Less)</b> |
| <b>Total Score:</b>                    | <b>___ out of 100</b> |            |            |                    |

### Additional Grading Rubrics

#### Database-APA-Article Assignment

- Students will receive points for being able to locate the assigned article in one of the library databases, for being able to provide the complete citation for the article in proper APA format (10 Points), and for correctly answering the questions regarding the article (15 Points).

#### 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.

|  | <b>Far Exceeds Standards</b>   | <b>Exceeds Standards</b>   | <b>Meets Standards</b>   | <b>Fails to Meet Standards</b>   |
|--|--|--|--|--|
| <p><b>Depth and Quality of Discussion</b></p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p><b>Score:</b></p>   | <p>Thoroughly discusses and evaluates the personality dimension(s), providing convincing and supported arguments.</p> <p><b>(18-20)</b></p>  | <p>Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into a bit more depth.</p> <p><b>(16-17)</b></p>                                   | <p>Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into much more depth.</p> <p><b>(14-15)</b></p>                              | <p>Fails to discuss and evaluate the personality dimension(s), does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p><b>(0-13)</b></p> |
| <p><b>Reference Support</b></p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p> | <p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p><b>(14-15)</b></p> | <p>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.</p> <p><b>(12-13)</b></p> | <p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(10-11)</b></p> | <p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p><b>(0-9)</b></p>                   |
| <b>Total Score:</b>  | <b>___ out of 35</b>   |  |  |  |



### Motivation Assignment

- Students will receive points for how thoroughly they discuss motivation theory and research and how both relate to motivation in their current or previous job/organization. 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>   |
|--|--|--|--|--|
| <p><b>Depth and Quality of Discussion</b></p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p><b>Score:</b></p>   | <p>Thoroughly discusses and evaluates motivation theory and research, providing convincing and supported arguments.</p> <p><b>(18-20)</b></p>                                      | <p>Discusses and evaluates motivation theory and research, providing supported arguments, but could have gone into a bit more depth.</p> <p><b>(16-17)</b></p>                                 | <p>Discusses and evaluates motivation theory and research, providing supported arguments, but could have gone into much more depth.</p> <p><b>(14-15)</b></p>                            | <p>Fails to discuss and evaluate valid motivation theory and research, does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p><b>(0-13)</b></p> |
| <p><b>Reference Support</b></p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p> | <p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p><b>(14-15)</b></p> | <p>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.</p> <p><b>(12-13)</b></p> | <p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(10-11)</b></p> | <p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p><b>(0-9)</b></p>                           |
| <p><b>Total Score:</b></p>   | <p>___ out of 35</p>   |  |  |  |

### 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>  |
|---|---|--|---|---|
| <p><b>Depth and Quality of Discussion</b></p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> | <p>Thoroughly discusses and evaluates the issues related to the decision at hand, providing convincing and supported arguments.</p> | <p>Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into a bit more depth.</p> | <p>Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into much more depth.</p> | <p>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.</p> |

|  |   |   |   |   |
|--|---|---|---|---|
| <b>Score:</b>  | <b>(18-20)</b>  | <b>(16-17)</b>  | <b>(14-15)</b>  | <b>(0-13)</b>   |
| <b>Reference Support</b><br><br>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>(14-15)</b>  | <b>(12-13)</b>  | <b>(10-11)</b>  | <b>(0-9)</b>  |
| <b>Total Score:</b>  | ___ out of 35   |   |   |   |

### 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>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><br><br>I will consider how detailed your discussion is and how far into depth you go.   | Thoroughly discusses and evaluates leadership, influence, and context, providing convincing and supported arguments.                                  | Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into more depth.                                   | Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into much more depth.                        | Fails to discuss and evaluate leadership, influence, and context, does not provide convincing or supported arguments, and lacks a significant degree of depth. |
| <b>Score:</b>  | <b>(18-20)</b>  | <b>(16-17)</b>  | <b>(14-15)</b>  | <b>(0-13)</b>  |
| <b>Reference Support</b><br><br>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>(14-15)</b>  | <b>(12-13)</b>  | <b>(10-11)</b>  | <b>(0-9)</b>   |
| <b>Total Score:</b>  | ___ out of 35   |   |   |  |

### Culture Assignment

- Students will receive points for how well they capture and communicate the culture of their organization and utilize articles/references to support their discussion. 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>  |
|--|--|--|--|---|
| <p><b>Depth and Quality of Discussion</b></p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p><b>Score:</b></p>   | <p>Thoroughly discusses and evaluates the culture of the organization, providing convincing and supported arguments.</p> <p><b>(18-20)</b></p>                                     | <p>Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into a bit more depth.</p> <p><b>(16-17)</b></p>                                | <p>Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into much more depth.</p> <p><b>(14-15)</b></p>                           | <p>Fails to discuss and evaluate the culture of the organization, does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p><b>(0-13)</b></p> |
| <p><b>Reference Support</b></p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p><b>Score:</b></p> | <p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p><b>(14-15)</b></p> | <p>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.</p> <p><b>(12-13)</b></p> | <p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p><b>(10-11)</b></p> | <p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p><b>(0-9)</b></p>                      |
| <p><b>Total Score:</b></p>   | <p>___ out of 35</p>   |  |  |   |

### Midterm and Final Exams

- Exams consist of multiple-choice items/questions. For each question, there is one **BEST** answer.