



**MGT 305 SPRING 2015**  
**Organizational Behavior**  
**COURSE SYLLABUS**  
**Course meets January 20 through May 15, 2015**  
**Location: ONLINE**

**Instructor:** Shonda A. Gibson, Ph.D.

**Office Location:** Student Access and Success

**Office Hours:** by appointment only

**Office Phone:** 903-886-5743

**University Email Address:** Shonda.Gibson@TAMUC.edu (*best way to contact me*)

<b>COURSE INFORMATION</b>
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***Textbook(s) Required:***

Organizational Behavior, 15<sup>th</sup> edition, by Robbins & Judge, Prentice-Hall Publishing

*\*You will NOT need the self-assessment access code*

**Course Description:**

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.

## **Course Objectives:**

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. 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.

This course has been selected as a Global Course – tied to the QEP. The QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide activities, experiences, and opportunities to reach all of the QEP learning outcomes.

### **There are seven specific learning outcomes in this course.**

You will notice that the reading, presentations, class experience, activities, and assignments will focus on a learning outcome – NOT necessarily one specific chapter. This approach enables you to approach the course from the rationale of enabling competency in this subject matter, to become an active and engaged learner, and to master this area of content knowledge rather than rote memorization and passive existence in the course.

The learning outcomes that we will concentrate on include:

#### **Learning Outcome 1: Theories of Organizational Behavior**

Compare and contrast theories of organizational behavior.

What is organizational behavior and why is it important? This learning outcome breaks down the definition of organizational behavior and introduces you to several theories on management framework, role of managers, skills of managers, and how managers do their jobs. The way managers perform and the extent of the people skills contribute to the definition of organizational behavior. You identify the theories and principles, examine challenges of organizational behavior, and determine when and where the theories and skills are applied.

#### **Learning Outcome 2: Management Issues**

Analyze management issues as related to organizational behavior.

A manager is a multi-tasker for understanding issues surrounding organizational behavior. Meaning, they need to be aware of not only their employees but also their peers and higher management needs. You are responsible for ensuring your employees are motivated and productive, thus shaping the employees behavior to get the results you need. Management issues such as diversity, attitudes and job satisfaction, personality, and values in organizational behavior are explored, as well as the underlining theories behind issues such as emotions and motivation. In this learning outcome, you examine these issues management faces, identify applicable theories and principles, and determine when and where the theories and skills are applied.

### **Learning Outcome 3: Ethical Issues**

Evaluate ethical issues as related to organizational behavior.

Perception drives decision making. Can you identify your own perceptions and how they drive your decision making? Is the result ethical or unethical? In the workplace, how often do managers make decisions that are perceived as questionable? In this learning outcome, you examine perception, how perception can drive your decision making, influences on decision making, and the ethical issues in decision making from an individual and organization perspective.

### **Learning Outcome 4: Challenges of Communication**

Examine challenges of effective organizational communication.

Communication is the source of conflict and the source of resolution. In the workplace, communication is the means of sharing ideas and exchanging information. No matter how you communicate, it is the essential skill employers look at. You need to communicate through writing, reading, speaking, and listening. If it is not effective, barriers pop up resulting in possible conflict, misunderstanding, and bad decision making. In this learning outcome, you are presented with the basics of communication, methods and tools used in organizational communication, barriers to communication, implications for managers, and scenarios to identify each.

### **Learning Outcome 5: Leadership, Power, & Management**

Examine the differences and similarities between leadership, power, and management.

We all have opportunities to lead, use power, and use politics. You probably do it without even labeling or thinking about it. The real question is, do we do it effectively to influence organizational behavior? In this learning outcome, you examine the components and theories behind leadership, power, and politics. Then, you analyze real situations where leadership, power, and politics are illustrated positively and negatively. Lastly, you take these scenarios and distinguish the differences and similarities between leadership, power, and management.

### **Learning Outcome 6: Impact of Structure & Design**

Assess the impact that a company's structure and design can have on its organizational behavior. No matter what size a company is, having a structure in place sets the framework for what work gets done, who does it, where it gets done, and the tools needed to get it done. The organizational structure though, does depend on the size and type of the company in order to meet the needs of its customers, employees, and vision or strategy in doing so. In this learning outcome, you analyze the foundations and designs of organizational structures and assess the impact it may have on organizational behaviors.

### **Learning Outcome 7: Impact of Culture**

Assess the impact of culture on organizational behavior.

We spend the bulk of our day in the organizational environment known as culture. That culture has an influence on the attitudes and behaviors of its people. Culture is an integral part of everyone's responsibility; a strong organizational culture provides stability for an organization. So, what makes up an organizational culture? In this learning outcome, you define culture, compare different organizational cultures, examine characteristics of cultures, explore global implications, and examine creating and sustaining a positive culture, and assessing the impact of culture on organizational behavior.

## COURSE REQUIREMENTS AND GRADING

<b><u>GRADING:</u></b>	Discussions and Speaker Events	Extra Credit
	Exams (2 – Pre/Post)	25%
	Quizzes (6)	12.5%
	Assignments (7)	12.5%
	<u>Term Project (multiple parts)</u>	<u>50%</u>
	<b>Total:</b>	100%

### **EXTRA CREDIT:**

**SPEAKER EVENTS:** I will post opportunities for engaging activities – specifically speaker events. If you attend these events, answer the posted questions, submit your responses to the appropriate dropbox – I will review your submission and consider your work for extra credit points. If you are not in the immediate area and cannot attend events on the TAMUC campus, please let me know via email asap.

**DISCUSSIONS IN ECOLLEGE:** A variety of discussion prompts are included in the eCollege course and are designed to help you to deepen and extend your knowledge through purposeful reflection and engagement with your peers. Thoughtful and educated responses must be entered before Friday (midnight) of each week to count for extra credit points at the end of the term.

**Exams: 25% of overall grade.**

**There are 2 exams worth 100 points each – both are available in eCollege.**

**Pre-Test:** Opens on the first day of class, and closes on Saturday January 24<sup>th</sup> at midnight! The pretest allows you and I to take inventory of the knowledge and level of competency that you currently have coming into this course. You are allowed 2 hours to answer the questions. You may only take the pretest one time! The final grade for everyone that completes the exam with any level of effort (minimum of 1 hour effort) will be the full 100 points! This test will NOT penalize you unless you do not do it, or spend less than an hour doing so! Not taking it at all or spending a few minutes in the exam WILL penalize you! If you attempt the pretest, you will earn 100 points in the gradebook - if you do not attempt to complete the pretest, you will earn zero points in the gradebook.

**Post-Test:** This is your final exam. Opens Friday May 8<sup>th</sup> at 8am and closes Monday May 11<sup>th</sup> at midnight. The posttest allows you and I to take inventory of the knowledge and level of competency that you have at the end of the course. You are allowed 2 hours to answer the questions. You may only take the posttest one time!

*The exams 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 exam equals a missed exam grade regardless of the reason. To clarify, this means that I will not reset any exams. You need to make sure that you have a secure connection upon beginning the exam. No make-up exams will be offered.*

**Quizzes: 12.50% of overall grade.**

**There are 7 Test Your Knowledge Quizzes worth 100 points each.**

**Test Your Knowledge Quizzes** are offered in eCollege – one for each learning outcome. You are allowed to take the quizzes multiple times – no limit! You will notice that the questions may change on each attempt, and you will NOT be given the corrected answers – you will, however see the questions that you missed so that you may study and attempt the quiz again.

*All of the quizzes will be available at the onset of the course. Feel free to access the learning outcome quiz just as soon as you have completed the reading, and feel that you are ready. All of the quizzes must be completed as indicated in the course calendar. Quizzes will not be available after the noted dates in the course calendar.*

*A missed quiz equals a missed grade regardless of the reason. To clarify, this means that I will not reset any quizzes. You need to make sure that you have a secure connection upon beginning the quiz. No make-up quizzes will be offered.*

**Assignments: 12.50% of overall grade.**

**There are 7 assignments – specifics are in eCollege.**

**Each assignment is worth 100 points.**

Details for each assignment are located in the eCollege course. Assignment due dates are noted in the course calendar.

*All of the assignments will be available at the onset of the course, but they will close as noted in the course calendar (Friday at midnight). You may complete the assignment early - when you feel that you are ready. However, you may not submit them late! A missed assignment equals a missed grade regardless of the reason. To clarify, this means that I will not accept late work - No make-up assignments will be offered.*

**Term Project: 50% of overall grade.**

**I PREFER THAT YOU SELECT AND WORK WITH A TEAM OF 4 FOR THIS PROJECT. IF YOU CANNOT MAKE A TEAM PROJECT WORK DUE TO YOUR CURRENT SITUATION (MILITARY DEPLOYMENT, JOB DEMANDS, ETC), PLEASE EMAIL ME YOUR LIMITATIONS AND RATIONALE AND I WILL ALLOW YOU TO COMPLETE THE TERM PROJECT ON YOUR OWN.**

The purpose of the project is to give your team an opportunity to apply what has been learned in the course (through course lectures, readings, and discussions) to problems in an organization of your team's choice. Class members will work in teams of four people. Your team should identify a public, private, or non-profit organization to study (Please, no student groups). You can choose an organization where your team members work or have interests.

Your team is to gather information from people in an organization through direct contact. You must supplement this information with data from the media, the organization's literature, and other secondary sources. *You should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution). You should focus your analysis by applying the concepts from our course.*

While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts. Your goal is to diagnose the mechanisms that are causing the problem or issue of concern in the organization. Initially, you may notice many symptoms (for instance, high turnover, seemingly low morale, low commitment, motivation etc.), but your task is to get to the underlying reason for these symptoms. And beware, sometimes the initial symptoms we think we see are not what they appear to be.

There are three broad goals for this assignment:

1. One goal of this assignment is obviously to take the initiative to make a positive contribution to an organization.
2. Another major goal is to provide an opportunity for you to learn more about organizational behavior first hand and to use your critical thinking and reflection skills to link your experience with this organization to your learning in relation to organizational behavior theory.
3. The final goal is to provide a forum for you to hone your skills as a team member and leader and to reflect on the learning gained from this team experience. Each team will make a presentation to the class and write a paper that describes what you did for the organization, what you learned about organizational behavior, and what you learned about working on a team.

To meet these broad goals, your team should answer the following questions in the assignments detailed below.

- a) What are the issues or problems facing the organization?
- b) What course concepts can be applied to understand why this problem is occurring?
- c) What recommendations can you offer to help improve organizational functioning?

### **Team Project Deliverables:**

1. **The project proposal is due before midnight on Friday March 13th. Please include:**
  - a) the names of your group members
  - b) your team name
  - c) the name of the organization
  - d) the name, contact information and level of your contact person
  - e) the method you will use to gain access to the organization
  - f) a brief description (one paragraph) of the problem facing the organization.

**2. One team member should submit the one page (1" margins, 12 point font, double spaced) executive summary into the document sharing so that the entire class can review – this is due before midnight Friday April 17th.**

**Additionally, each team member should submit a copy to the dropbox for grading.**

**Please include:**

- a) The names of your group members
- b) your team name
- c) a brief summary of the problem
- d) a brief summary of your proposed solution

**3. One team member should post your written project paper into the document sharing for the entire class to review (before midnight Friday April 17<sup>th</sup>).**

**Additionally, each team member should submit the project paper to the appropriate dropbox for grading.**

It should contain a maximum of 15 double spaced pages (1 inch margins, 12 point font). You will be penalized significantly for exceeding this limit. The limit does not include appendices, which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis. However, appendices that are not directly referenced in the main text will not be read. **LATE PROJECTS WILL NOT BE ACCEPTED.** The written project should summarize what you did for/within the organization, what you have learned about organizational behavior, and what you have learned about working on a team. **INCLUDE A TITLE PAGE WITH ALL TEAM MEMBER INFORMATION!**

**4. The ELECTRONIC oral presentations are due by April 17<sup>th</sup>.** Presentations should be between 20 and 30 minutes for each team. Your team will be responsible for creating all materials and managing your time. You should feel free to include any printed material that will assist with the presentation. Your team should assume you are presenting to the management of the firm, along with some board members who do not know about the problem you are analyzing. You will accomplish this by creating an electronic presentation – any method you choose! You must dress professionally and conduct yourselves as if you are in the presence of the organizations stakeholders. Presentations must be posted for peer review within our course.

**FEEL FREE TO BE CREATIVE AND INNOVATIVE WITH YOUR PRESENTATION – THE SKY IS THE LIMIT! YOU WILL NEED TO SHARE THIS WITH OUR CLASS – HOW CAN YOU ACCOMPLISH THIS GOAL???** One team member should communicate with me via email and let me know where we can find your presentation (e.g., YouTube, doc sharing, etc.).

**5. Project Evaluations: Due before midnight 4/24**

You will all be required to evaluate the other team's presentations. The presenting group's grade will not be affected by the evaluation conducted by the other classmates; the evaluation is for feedback purposes only. Giving feedback will be a large part of your job after graduating. However, each individual will receive a grade for participation in the project evaluations. You are required to review at least 2 presentations and submit evaluations via the appropriate discussion thread.

**6. Teammate Evaluations (Due before midnight on Friday May 3<sup>rd</sup>):** At the end of the semester each group member will provide me with a confidential evaluation of the other members of the group – participation in team events, sharing of workload, quality of work, and contribution to team process (e.g., constructive handling of conflict, good communication skills). Your individual grade on the team project will be based on your team grade, weighted by your peers' evaluations. Evaluation forms are located in the document sharing section of eCollege – your completed evaluation forms must be submitted to the appropriate dropbox.



### **General Words about Teamwork**

The issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this university, college, and life in general will be a team product, such as a team case presentation. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to make your team work effectively.

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load. Each individual will have a unique strength to offer the team – it is your mission to find and capitalize on those!

I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. One method of solving the issues may be to let a team member go – if that is the case, you need to have approval from me first. If I am convinced that someone has not carried his/her fair share - for any reason - I will reduce that person's grade as low as to 0 if I there is evidence to support such action.

**As noted above, if you have life demands that will not allow you to successfully perform on a team, contact me immediately and I will allow you to work on this project independently. You must make your case known to me no later than February 1<sup>st</sup>!**



## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course. The following technology is required to be successful in this course.

Internet connection – high speed recommended (not dial-up) Word Processor (Microsoft Office Word – 2003 or 2007) Access to University Library site Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, log in through your MyLeo account.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### University Closing Due to Inclement Weather:

University closing information will be posted on the web at <http://www.tamu-commerce.edu>.

### Academic Honesty:

The *Student's Guidebook* addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions.

### Student Behavior:

Disturbing the education of students by other students is taken seriously. Appropriate (as defined by the instructor) level of interaction/participation during classroom discussions and presentations is expected. All pagers, cell phones, electronic games, radios, CD players, or other devices must be turned off when you enter the classroom. No laptops are allowed to be used in class. No recordings (audio or video) are allowed. Disruption of class or inconsiderate behavior will not be tolerated. It is my expectation that every student will

have the utmost respect for their peers in class when discussing experiences of a sensitive nature.

**Student Conduct:**

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks” should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. Students who plagiarize any material will earn a grade of F for the course.

Students are expected to attend all classes – no make-up work will be assigned or accepted. More than 3 absences during the semester are considered excessive. Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

**Accommodations:**

Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

**Students with Disabilities:**

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 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

**PROPOSED COURSE OUTLINE AND CALENDAR**

<b>WEEK</b>	<b>DATE</b> Start - End	<b>IMPORTANT THINGS TO DO EACH WEEK</b>	<b>ASSIGNMENTS DUE FRIDAY</b>
1	1/20 TO 1/25	Review Syllabus Course Layout Learning Outcomes  Complete: Introductions Academic Honesty Pretest	<b>Pretest closes at midnight 1/24!!!</b>
2	1/26 TO 2/1	Complete: Online Self-Assessments	<b>Self-Assessment Reflection Paper</b>
3	2/2 TO 2/8	LO 1	<b>LO1 Quiz</b>
4	2/9 TO 2/15	LO 2	<b>LO 2 Quiz Assignment 1</b>
5	2/16 TO 2/22	LO 3	<b>LO 3 Quiz Assignment 2</b>
6	2/23 TO 2/29	LO 4	<b>LO 4 Quiz Assignment 3</b>
7	3/1 TO 3/8	LO 5	<b>LO 5 Quiz Assignment 4</b>
8	3/9 TO 3/15	LO 6	<b>LO 6 Quiz Assignment 5  PROJECT PROPOSAL DUE</b>
9	3/16 TO 3/22	SPRING BREAK	
10	3/23 TO 3/29	LO 7	<b>LO 7 Quiz Assignment 6</b>
11	3/30 TO 4/5	Working on projects	
12	4/6 TO 4/12	Working on projects	
13	4/13 TO 4/19	Working on projects	<b>PROJECT DUE: EXECUTIVE SUMMARY WRITTEN PAPER ORAL PRESENTATION DUE BEFORE MIDNIGHT 4/17</b>

14	4/20 TO 4/26	Review and Evaluation of Projects	<b>2 EVALUATIONS DUE BEFORE MIDNIGHT 4/24</b>
15	4/27 TO 5/3	Posttest Final Opens	<b>TEAM EVALUATIONS DUE BEFORE MIDNIGHT 5/3</b>
16	5/4 TO 5/10	Posttest Final Due	<b>FINAL EXAM OPENS 12:01AM FRIDAY 5/8 CLOSES MIDNIGHT MONDAY 5/11</b>

## GRADING RUBRIC FOR ASSIGNMENTS AND ACTIVITIES

### **“A” (90-100):**

- Writes a well thought-out paper that fully addresses the required topics
- Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Avoids distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines exactly
- Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources
- Length of paper meets the requirement

### **“B” essay (80-89):**

- Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper
- Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Mostly maintains focus/avoids being sidetracked by tangents
- Presents most information clearly and concisely and in an organized manner with very minor organization problems
- May contain a few distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines almost exact
- Provides a minimum of 4 peer-reviewed sources and incorporates other source(s)
- Length of paper meets the minimum requirement

### **“C” essay (70-79):**

- Addresses the topics, but not as well or thorough as a “B” paper.
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
- Presents little information clearly or concisely and in lacks organization in many areas
- May contain several distracting grammar/spelling/etc. problems
- Somewhat tries to follow APA formatting guidelines
- Provides a minimum of 4 peer-reviewed sources
- Length of paper almost meets the minimum requirement

### **“D” essay (60-69):**

- Does not directly address the topics
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence.
- Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
- Information is not clearly or concisely presented and in lacks overall organization
- Contain many distracting grammar/spelling/etc. problems
- Doesn’t follow APA formatting guidelines
- Provides a minimum of 3 peer-reviewed sources
- Length of paper doesn’t the minimum requirement

### **“F” essay (59 and below):**

- Does not address the chosen subject
- Does not incorporate pertinent information from peer-reviewed sources and text(s)
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
- Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
- Doesn’t use APA formatting guidelines
- Doesn’t provides peer-reviewed sources
- Length of paper doesn’t the minimum requirement
  
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
- Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
- Doesn’t use designated formatting and length guidelines

## GRADING RUBRIC FOR TEAM PROJECT

In addition to the prior rubric, the following details are incorporated into the grading of the team projects.

The overall objectives of this project are to answer the following questions:

- a) What are the issues or problems facing the organization?
- b) What course concepts can be applied to understand why this problem is occurring?
- c) What recommendations, based on these course concepts, can you offer to help improve organizational functioning and address the problem you identified?

Your group project will be evaluated on the following criteria:

- a) Problem definition: How well (i.e., thoroughly and concisely) do you describe the organizational context, the relevant parties, and the factors that are important to the problem?
- b) Accurate and thorough use of course concepts.
- c) Integration of course concepts with information about the company and problem, i.e., how well do you integrate course concepts with information about the problem to illuminate the problem in a way that leads to solutions?
- d) Extent to which recommendations are consistent with analysis.
- e) Quality of written analysis.
- f) Quality of oral presentation.

<b>Grading of Final Team Project</b>	<b>600 Points</b>	<b>50% Course Grade Weight</b>
Proposal	100	10%
Executive Summary	100	10%
Written Paper	100	30%
Oral Presentation	100	30%
Project Evaluations in Class	100	10%
Teammate Evaluation	100	10%