

# **SYLLABUS**

**SBE210 course on Organizational Behavior  
Tan Tao University-School of Business and Economics  
Fall 2014**

<b>Course Number:</b>	SBE 210
<b>Course Title:</b>	Organizational Behavior
<b>Credit Hours:</b>	3 semester hours
<b>Prerequisites:</b>	N/A
<b>Class Time:</b>	from September 1 <sup>st</sup> , 2014 to December 8, 2014; Mondays, 1.30 pm –4.30 pm
<b>Location:</b>	Room
<b>Instructor:</b>	Anh Dieu Nguyen, MEd.
<b>Cell:</b>	0933761974
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<b>Office Hours:</b>	Monday mornings (8.30-12.30) Thursday afternoons (12.30-4.30) Or by appointment.

## **STATEMENT OF PURPOSE**

It is evidenced by researchers that the more frequent failure of managers in recent years is not because they have inadequate technical competencies but because they lack of solid interpersonal skills. A group of major collegiate business schools in US conducted a study to review business student's preparation programs and identified that a primary deficiency of business school graduates is not their inability to write, perform analytical studies or make decisions. It is their people skills (Robbin, 2008). Courses in organizational behavior, interpersonal processes, human relations and applied psychology have been overshadowed by those in finance, accounting and quantitative techniques. To correct this problem, business schools nowadays have expanded their courses in the applied behavioral sciences emphasizing on improving students' interpersonal skills. The course on organizational behavior is one of those.

### **I- Course Description:**

This course provides a comprehensive analysis of organizational behavior. This is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge towards improving an organization's effectiveness. In other words, the course will help future managers lead their organizations more effectively while enhancing the quality of employees work life increasing their commitment.

### **II- Course Objectives:**

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.

### **III- Required Texts:**

Robbins, S.P., Judge, T.A. (2013). *Organizational Behavior*, 15th edition, Pearson

#### **Optional text:**

Schermerhorn, J.R.; Hunt, J.G., & Osborn, R.N. (2002). *Organizational behavior*, 7<sup>th</sup> ed.

### **IV-Delivery Methodology:**

This course is offered as a lecture/classroom course. The activities that we will utilize in the classroom consist of these: 1) instructor's lecture, 2) group presentations, 5) Case studies; 6) video analysis; 7) leadership in action.

### **V- Format**

**Assigned readings:** Readings are assigned and will be discussed and applied in class.

**Discussion:** A leader must be able to articulate his/her ideas and convince others of recommendations based on logical analysis. You will enhance your ability to express yourselves clearly and convincingly through active participation.

**Group presentation:**

**Lecture/presentation:**

**Case study:** Case studies will be used in the course to challenge you to apply what you learn. Depending on each topic, you will be given case studies and required to read and analyze them.

**Video.** YouTube videos and some good websites such as ted.com will be used as one of the resources of the course.

### **VI-Course Requirements and Evaluation:**

#### **Assignment 1: Self-portrait Reflection Essay**

As part of the course on organizational behavior, you will have to develop a Personality Analyses which provides a thorough description of your management potentials. In order to do this assignment, you have to complete a series of Self-Assessment Inventories provided by the instructor. The scores revealed will then be analyzed and interpreted into a deep analysis of your personality and management potentials. The purpose of doing these exercises is to help you understand your personality, personal values and management strengths and weaknesses. Completing this assignment will give you an opportunity to identify your personal strengths and capability to add value to organizations;

#### **Assignment 2: Reflected Best Self Feedback Exercise**

The purpose of this exercise is to help you see yourself at your best based on the feedback from a diverse set of people. You will seek input from other people who know you in order to more deeply understand your personal, interpersonal, and managerial strengths from others' perspectives. To complete this step, you have to do the following activities:

a. Designing an interview protocol:

As a class, we will develop a common interview protocol to be used so that all interviewees are asked the same questions. All the questions should be designed to elicit what kinds of work situations bring out the best in you.

b. Identify potential respondents

Choose at least 15 people who know you well and have seen you at your best. It is important to make sure to choose those who will surely give you their honest opinions. Some examples of people to be included are your team mates, your family members, friends, customers... or anyone who has known you. This exercise will be very effective if your respondents come from diverse backgrounds.

c. Send out your questionnaire to your potential respondents

d. Complete your Self Portrait Reflection

Read carefully; analyze Your Best Self Feedback. Interpret the findings by reading them all and making notes on the key insights you develop. Look for common ideas across the findings and responses you received and create themes that you can illustrate with several examples. After that write up a reflection on the insights you acquire from Reflected Best-self Feedback). For example, a self-portrait might indicate what type of personality, management strengths and weaknesses you have, what you do when you are at your best, how you solve problems or communicate with others effectively, and the ways in which you help other people.

### **Assignment 3: Your management foundation portfolio reflection**

The assignment 3 is the combination of assignment 1 and the assignment 2. You will provide key insights of your management potentials. Besides, you will have to analyze what the implications are and what your action plan is. In other words, you are expected to create your personal and career development plan.

### **Assignment 4. Case study development (Individual)**

As you can see in the course design, case study is used as a main approach of the organizational behavior class. Throughout the course, you will have the opportunity to learn numerous complex situations which allow you to apply what you have learned to analyze, understand and make management and organizational decisions. However, those case studies are just international contexts and somehow, are unfamiliar to Vietnamese context. This assignment will help you access real life organizational behavior situations in which Vietnamese managers often find themselves in.

You will join a team of 5 members. As a team, you will design interview questions together. The interview questions should be centered around those problems mentioned in the course at individuals and organizational level. Once your interview questions are approved by your instructor, you will interview one person you know about problems in his or her work relating to one or several organizational behavior related problems. After the interview, write it up this case

study, using your analytical tools and your own judgment, develop 5 guiding questions for your future readers.

In case you do not know anybody who can share you organizational behavior related problems, you can explore the resources from YouTube, newspaper....However, you have to make sure the stories you choose are real life stories. You have to write up a case study from the resources you find and provide me that link for verification.

### **Assignment 5. Case study Analysis (Group Project)**

Now you have your team already. You and your team will involve in a group project. You are required to bring your case study to your team. Each team member by that time has developed his or her own case study. As a team, you will review all these case studies. Then as a group, pick one case study for your group project. You team can choose one of the case studies developed by the team members or develop a new one. You may select a private, public or non – for-profit organization. You are encouraged to use various resources from YouTube, newspaper, articles... providing that the situation you choose is real. You and your team members are considered as organizational behavior consultants now. Your team will conduct a group consulting project for the company in the chosen case study. You are required to examine and provide solutions for the described problems. The purpose of the project is to give your team an opportunity to apply what has been learned in the course to solve real life organizational problems.

Prepare a 15 minute PowerPoint presentation to present at class. Your group presentation includes 3 parts: (1) Background information (description of the company, the current organizational problems; (2) Deep analysis (using the tools you have learned from the course to analyze the problems the company is facing; (3) Solutions and Rationale; (4) Implication for managers.

### **Assignment 5: Individual Learning Log**

After each class you are supposed to complete an Individual Learning Log in which you have to answer 3 questions: (1) Can you please share 3 important things you learn from your class today and that you think you will apply in the future?; (2) Please share your “a ha” moment; (3) What are the questions you want to ask? Before each class, you will have to send me your Individual Learning Log of the previous class.

### **Assignment 6: Being an active learner Assignment/ Course Participation**

Your participation plays a decisive role for the success of your learning and my teaching. Therefore, I attach high importance to your active participation. The participation grade will account for 30% of your total grade. Those who register to this class are required to be active learners. An active learner is required to:

1. Attend to class regularly and punctually
2. Come to class prepared. Before going to class, make sure that you read all the materials you are supposed to read and complete all your assignments. At the beginning of each class, readings will be briefly reviewed to check for your understanding. Therefore, be prepared to answer questions regarding the readings.

3. Being engaged in class activities and discussion. Evidence for your completion of readings is whether you contribute quality ideas to class discussions or not. Detailed rubrics for this assignment are attached as an appendix of this syllabus.
4. Keep asking a question” So what? What are its implications? How would I apply this as a manager”? These are also those questions I keep asking you throughout the course.
5. Be an active listener. An active learner deeply listens others talking even when he or she feels bored. An active learner always finds something he or she can draw or learn from, because everyone has something for us to learn.
6. Actively and responsibly participate in group work.

To be able to evaluate your participation more accurately, you are required to email me your scanned ID picture. I will attach your picture to your names in my list. Before sharing an idea or opinion at class, you are expected to tell your names. Following these requirements will ensure your accurate evaluation.

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during the first class meeting. As noted above, assignments will be weighted as follows in final grading:

Assignment	Points Possible	Due Date
1. Self-portrait Reflection Essay (Individual)	50	Oct. 2, 2014
2. Reflected Best Self Feedback Exercise	70	October 9,2014
3. Your management foundation portfolio reflection	50	October 16, 2014
4. Case study development (Individual)	200	November 6, 2014
5. Case study Analysis (Group)	250	December 11, 2014
6. Weekly Learning Log (Individual)	80	Ongoing (prior to each class)
7. Being an active learner Assignment/ Course Participation	300	On going
<b>TOTAL</b>	<b>1000</b>	

Final grades will be determined according to this scale:

- A 1000-900 points**
- B 890-800**
- C 790-700**
- D 690-600**
- F 590-0**

**Course Content/Calendar:**

Week	Class Date	Topics	Readings	Assignments Due
<b>PART I: ORGANIZATIONAL BEHAVIOR FOUNDATION</b>				
1	Sept 4, 2014	<p><b>COURSE OPENING</b></p> <ul style="list-style-type: none"> <li>• Course Introduction /Syllabus</li> <li>• Sign up for group assignments</li> <li>• Class activities:               <ul style="list-style-type: none"> <li>✓ Graffiti Needs Assessment</li> <li>✓ Experiential Exercise 1: My best manager (p306, Schermerhorn, Hunt, Osborn, 2002)</li> <li>✓ Experiential Exercise 2: My best job</li> <li>✓ (p307, Schermerhorn, Hunt, Osborn, 2002)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>✓ Self-assessment inventories</li> </ul>
<b>Part II: THE INDIVIDUAL</b>				
2	Sept. 11	<p><b>Chapter 1: What and why is OB?</b></p> <p><b>Chapter 2:Diversity in organizations</b></p> <p>Class Activities</p> <ul style="list-style-type: none"> <li>✓ Experiential exercise: What do you value in work?</li> <li>✓ Experiential exercise: Feeling excluded (Robbins, S. p62)</li> <li>✓ Exercise 8: Prejudice in our lives</li> </ul>	<ol style="list-style-type: none"> <li>1. textbook- p3-p35</li> <li>2. Textbook: p40-64</li> <li>3. CASE STUDY 1: WHEN HARRY MET STACEY</li> <li>4. CASE STUDY 2: CROSSING BORDERS</li> </ol>	<ul style="list-style-type: none"> <li>✓ Self-assessment inventories</li> <li>✓ Individual Learning Log 1</li> </ul>

		✓ Exercise 9: How do we view differences		
<b>3</b>	Sept. 18	<b>Chapter 3: Attitudes and job satisfaction</b> <b>Chapter 4: Emotion and mood</b> :	<ol style="list-style-type: none"> <li>1. Textbook: p69-121</li> <li>2. Case study 3: Repairing jobs that fail to satisfy (p.626)</li> <li>3. Case study 4: Managing Motivation in a difficult Economy (p623, Robbins, S.)</li> </ol>	<ul style="list-style-type: none"> <li>✓ Self-assessment inventories</li> <li>✓ Best Self Feedback Questionnaire</li> <li>✓ Individual Learning Log 2</li> </ul>
<b>4</b>	Sept. 25	<b>Chapter 5: Personality and value</b> Class Activities <b>Chapter 6: Perception and Individual Decision Making</b> Class activities:	<u>Read:</u> <ol style="list-style-type: none"> <li>1. Textbook: p131-p195</li> <li>2. Case study 5: Magrec, Inc</li> </ol>	<ul style="list-style-type: none"> <li>✓ Self-assessment inventories</li> <li>✓ Individual Learning Log 3</li> </ul>
<b>5</b>	Oct. 2	<b>Chapter 7: Motivation Concept</b> <b>Chapter 8: Motivation: From Concept to Applications</b> Class Activities:	<ol style="list-style-type: none"> <li>1. Textbook: p201-p265</li> <li>2. Case study 6: It isn't Fair</li> </ol>	<ul style="list-style-type: none"> <li>✓ Self-assessment inventories</li> <li>✓ <b>Assignment1:Self-portrait Reflection Essay (Individual)</b></li> </ul>
<b>PART III: THE GROUP</b>				
<b>6</b>	Oct.9	<b>Chapter 9: Foundations of group behavior</b> <b>Chapter 10: Understanding work team</b> Class Activities: ✓ Exercise 11: Teamwork and motivation	<ol style="list-style-type: none"> <li>1. textbook: p271-329p</li> <li>2. Case study 7: Building a coalition (p.629)</li> </ol>	<ul style="list-style-type: none"> <li>✓ <b>Assignment 2: Reflected Best Self Feedback Exercise</b></li> <li>✓ Individual Learning Log 4</li> </ul>
<b>7</b>	Oct.16	<b>Chapter11: Communication</b> Class Activities: ✓ Experiential exercise: Active listening ✓ Experiential exercise: An	<ol style="list-style-type: none"> <li>1. Read textbook: 335-362</li> </ol>	<ul style="list-style-type: none"> <li>✓ Individual Learning Log 5</li> <li>✓ <b>Assignment 3: Your management foundation portfolio reflection</b></li> </ul>

		absence of nonverbal communication (p361, Robbins, S)		
8	Oct. 23	<b>Chapter 12: Leadership</b> Class Activities: ✓ Experiential exercise: What is a leader? (p399, Robbins, S.)	1. textbook: p368-p400 2. Case study 8: The forgotten group member	✓ Individual Learning Log 5
9	Oct. 30	<b>Chapter 13: Power and politics</b> Class Activities: ✓ Experiential exercise: Understanding power dynamics (p437, Robbins, S.)	1. Textbook: p412-439p	✓ Individual Learning Log 5
10	Nov. 6	<b>Chapter 14: Conflict and Negotiation</b> <b>Chapter 15: Foundations of organizational structure</b> Class Activities: ✓ Experiential exercise: A negotiation role-plays (p472, Robbins, S.)	1. Textbook: p446-p506	✓ Individual Learning Log 5 ✓ <b>Assignment 4: Individual case study</b>
<b>PART 4: THE ORGANIZATIONAL SYSTEM</b>				
11	Nov. 13	<b>Chapter 16: Organizational culture</b> Class Activities: ✓ Exercise 13: Annual Pay raises ✓ Exercise 15: Job Design preferences Experiential exercise: Dismantling a bureaucracy (p504, Robbins, S.) ✓ Rate your classroom culture (p535, Robbins, S.)	1. Textbook: p511-p537 2. Case study 9: Boundary less organizations (p631)	✓ Individual Learning Log 6

12	Nov20	<b>No class</b>		
13	Nov. 27	<b>Chapter 17: Human Resource Policy and Practices</b> Class Activities:	<ol style="list-style-type: none"> <li>1. Textbook:p544-p570</li> <li>2. Case study 10 : Amoco's Global Human Resource Systems</li> </ol>	✓ Individual Learning Log 7
14	Dec. 4	<b>Chapter 18: Organizational change and Stress Management</b> Class Activities: ✓ Experiential exercise: Power and the changing environment	<ol style="list-style-type: none"> <li>1. Textbook:p578-610</li> <li>2. Case study 11: The stress of caring (p634)</li> </ol>	3. Individual Learning Log 8
15	Dec. 11	<b>Course Evaluation</b> <b>Final class</b>		✓ <b>Assignment 5: Group presentations: Case study Analysis</b>
16	Dec. 16	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>		

## VII- Class Policy Statements:

- A. **Class Attendance/Absences:** Class attendance and punctuality are expected and required. If class and/or assignments are missed, only TTU-approved excuses will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.
- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.
- C. Make-up exams will be given only for TTU-approved excuses. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 01292333685 even minutes before class to report your unavoidable absence.
- D. **Late work:** Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.

## VIII- Appendix: Rubrics

# Rubric 1

## Your Management Portfolio Reflection rubric

(To be applied for Your Best Self Feedback Reflection, Your portrait Reflection)

Grade	Standard (organization & mechanic, completeness, reflective thinking)
<b>A</b>	<ul style="list-style-type: none"> <li>✓ Writes a well thought-out reflection essay that fully follows the instructions</li> <li>✓ Incorporates detailed information about the sources of your citation following APA formatting guidelines exactly</li> <li>✓ Almost no errors in mechanics, appropriate use of grammar, sentence structure</li> <li>✓ Presents all information clearly and concisely, to the point, and in an organized manner</li> <li>✓ Length of paper meets the requirement (1page)</li> <li>✓ Used terms &amp; theories learned from the course and highlighted them in bold and caps</li> <li>✓ Succinctly described the score/results and other test items</li> <li>✓ Deeply interpret the score/results of the assessment incorporating personal examples as evidence to back up your reflection</li> <li>✓ Connected your findings with the theories learned from the course.</li> <li>✓ Expressed your point of view about the scores you agree with your scores? Why or why not?</li> <li>✓ Succinctly describe how can you use this self-assessment to become more successful and effective in your personal relationships, group memberships, work, classes, or other aspects of your life?</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>✓ Writes a well thought-out paper that fully follows the instructions, but not as thorough as an “A” paper</li> <li>✓ Incorporates some detailed information about the sources of your citation following APA formatting guidelines almost exact.</li> <li>✓ A few errors in mechanics, appropriate use of grammar, sentence structure</li> <li>✓ Presents most information clearly and concisely and in an organized manner with very minor organization problems</li> <li>✓ Length of paper meets the minimum requirement</li> <li>✓ Any of the following missing: partial completion, insufficient critical reflection evident,</li> <li>✓ No use of terms/theories, no-personal examples and any violation of the above requirements</li> <li>✓ Succinctly described the score/results and other test items, but yet to provide a deep interpretation of these scores and personal examples as evidence to back up your reflection.</li> <li>✓ Relates your findings with the theories learned from the course, but yet to analyze the connection between them.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Express your point of view about the score, but yet to provide your argument why you agree or disagree with the scores.</li> <li>✓ Indicates, but with no explanation how you can use these self-assessment to become more successful and effective in your personal relationships, group memberships, work, classes, or other aspects of your life</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>✓ Addresses the topics, but not as well or thorough as a “B” paper.</li> <li>✓ Does not adequately incorporate detailed information about the sources of your citation.</li> <li>✓ Presents little information clearly or concisely and in lacks organization in many areas</li> <li>✓ May contain several distracting grammar/spelling/etc. problems</li> <li>✓ Somewhat tries to follow APA formatting guidelines</li> <li>✓ Length of paper almost meets the minimum requirement</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>✓ Does not directly address the topics</li> <li>✓ Does not adequately incorporate detailed information about the sources of your citations</li> <li>✓ Information is not clearly or concisely presented and in lacks overall organization</li> <li>✓ Contain many distracting grammar/spelling/etc. problems</li> <li>✓ Doesn’t follow APA formatting guidelines</li> <li>✓ Provides a minimum of 3 peer-reviewed sources</li> <li>✓ Length of paper doesn’t the minimum requirement</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>✓ Does not address the chosen subject</li> <li>✓ Does not incorporate pertinent information from peer-reviewed sources and text(s)</li> <li>✓ Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic</li> <li>✓ Information is unclearly presented and in lacks total organization</li> <li>✓ Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible</li> <li>✓ Doesn’t use APA formatting guidelines</li> <li>✓ Doesn’t provides peer-reviewed sources</li> <li>✓ Length of paper doesn’t meet the minimum requirement</li> </ul>

**Rubrics 2**  
**Assignment 2: Individual Case study development**

Your case study will be graded based on the following criteria:

Criteria	Standard	Evaluation										
		1	2	3	4	5	6	7	8	9	10	
<b>Reliability</b>	Your information you got is gathered first hand from people in the organization or not?											
<b>Completeness</b>	Did the case study you developed contain all the section required?											
<b>Writing-style-grammar</b>	Is the case written properly with good grammar, punctuation, sentence structure and spelling											
	Does the report have a natural flow or is it fragmented and difficult to follow?											
	Are secondary sources of information cited and referenced? Please use the APA style for citations											
	Is the case written with the tone and the voice consistent throughout the document?											
<b>Understanding the problem</b>	Does the writer truly understand the problem?											
	Is the problem an organizational behavior problem or a process problem? Sometimes a problem is											

	caused by a process that is in place rather than a real problem problem. If the process were changed, the problem would resolve.										
	Is the cause and effect of the problem related?										
	Is the problem reflective of what was learned?										
<b>Use and understanding of course concept</b>	Did the writer relate to concepts, terminology and theories that were discussed in the textbook, class discussions, and class exercises?										
	Are the concepts, terminology and theories properly used?										

**Rubric 3**  
**Assignment: Group Case study Analysis**

Your case study will be graded based on the following criteria:

Criteria	Standard	Evaluation											
		1	2	3	4	5	6	7	8	9	10		
<b>Reliability</b>	Your information you got is gathered first hand from people in the organization or not?												
<b>Completeness</b>	Did the case study you developed contain all the sections required?												
<b>Writing-style-grammar</b>	Is the case written properly with good grammar, punctuation, sentence structure and spelling?												
	Does the report have a natural flow or is it fragmented and difficult to follow?												
	Are secondary sources of information cited and referenced? Please use the APA style for citations												
	Is the case written with the tone and the voice consistent throughout the document?												
<b>Understanding the problem</b>	Does the writer truly understand the problem?												
	Is the problem an organizational behavior problem or a process problem? Sometimes a problem is caused by a process that is												

	in place rather than a real problem. If the process were changed, the problem would resolve.																		
	Is the cause and effect of the problem related?																		
	Is the problem reflective of what was learned?																		
<b>Use and understanding of course concept</b>	Did the writer relate to concepts, terminology and theories that were discussed in the textbook, class discussions, and class exercises?																		
	Are the concepts, terminology and theories properly used?																		
<b>Creative solution</b>	The creative solution should be highly creative yet believable																		
	Solution needs to be a positive solution, not negative																		
	Creative solution must have high certainty of solving the problem																		
<b>Rationale of the recommended solutions</b>	If I worked at the company, would I view the recommended solution as feasible and within reason to implement?																		
	Your recommendation should ensure a good balance between solving the problem quickly, and at a “reasonable” cost																		

<b>Primary research</b>	Demonstration and proof of primary research is required including names of people contacted and summaries of discussions in the appendix										
	Survey results must be presented in the appendix										
<b>Overall analysis</b>	Was the overall report well thought through, designed, and implemented professionally?										
	Does the report provide a brief synopsis of the company and the problem?										
	After reading the entire report, is it clear and concise and the solutions clearly address the problem?										
	Is the document balanced between research, understanding the problem, and providing solutions?										
	Does the report ramble on or is it direct and to the point										
	If the report were submitted to the company, would it be viewed with credibility?										

**Rubric 4**

**Assignment 5: Group project oral presentation**

**Team name:**

**Presentation topic:**

Evaluation area	Criteria				Point
<b>Quality materials</b>	Presentation have little to no valuable materials	Presentation had moments where valuable material was present, but as a whole content was lacking	Presentation had a good amount of materials and benefited the class	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class	_____
<b>Collaboration</b> <i>Did everyone contribute to the Presentation?</i> <i>Did everyone seem well versed in the Material?</i>	The teammates never worked From others' ideas. It seems as though only a few people worked on the Presentation.	The teammates sometimes worked From others' ideas. However it seems as though certain people did not do as much work as Others.	The teammates worked from others' ideas most Of the time. And it seems like every did some work, but some people are carrying the Presentation...	The teammates always worked From others' ideas. It was evident that all of the group members contributed equally to the Presentation.	_____
<b>Organization</b> <i>Was the presentation well organized and easy to Follow?</i>	The presentation lacked organization and had little evidence Of preparation.	There were minimal signs of organization or Preparation.	The presentation had organizing ideas but could have been much stronger with Better preparation.	The presentation was well organized, well prepared and easy to follow No wordy slides. Slides look professional with only key words, phrases and lots of graphics.	_____
<b>Presentation</b> <i>Did the presenters</i>	Presenters were unconfident and demonstrated	Presenters were not consistent with	Presenters were occasionally	Presenters were all very confident in delivery and they	_____

<p><i>Speak clearly?</i>  Did the  engage the  Audience?  Was it  obvious the  material had  been  Rehearsed?</p>	<p>little  evidence of  planning prior to  Presentation.</p>	<p>the level of  confidence/  preparedness  they  showed the  classroom but  had  some strong  Moments.</p>	<p>confident with  their  presentation  however the  presentation  was  not as  engaging as  it could have  been  For the class.</p>	<p>did an excellent  job of engaging  The class.  Preparation is very  Evident.  Presenters talked  instead of reading  slides to the  audience</p>	<p>_____</p>
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**Rubric 5**  
**Assignment 5: Being an active learner Assignment/ Course Participation**

Evaluation area	A	B	C	D	F
	<b>Excellent participation</b>	<b>Good participation</b>	<b>Fair participation</b>	<b>Poor participation</b>	<b>Unacceptable participation</b>
	<p>Contribute actively in all class discussions, exercises and activities.</p> <ul style="list-style-type: none"> <li>• Share insights of relevant information from reading and from personal experience</li> <li>• Make succinct comments to move discussion forward rather than repeat what others have said</li> <li>• Clarify points that others may not understand</li> <li>• Demonstrate excellent ability to apply, analyze, and synthesize course material</li> <li>• Demonstrate willingness to take risks by answering challenging questions or offering important insights from personal experience</li> <li>• Never miss class (except for an unavoidable emergency)</li> </ul>	<p>Participate enthusiastically in all class exercises and activities.</p> <ul style="list-style-type: none"> <li>• Participate regularly and voluntarily in class discussions</li> <li>• Contribute relevant and important points to topics of discussion</li> <li>• Analyze, apply, and synthesize course material</li> <li>• Almost never miss class</li> </ul>	<p>Participate in class discussion only when called upon</p> <ul style="list-style-type: none"> <li>• Contribute relevant and important points to topics of discussion</li> <li>• Attend class regularly, but miss more classes than others in the course</li> </ul>	<p>Reluctantly participate in discussion, exercises and activities</p> <ul style="list-style-type: none"> <li>• Make comments that are irrelevant, inaccurate or not helpful</li> <li>• Miss class often</li> </ul>	<p>Fail to contribute in class, even when called upon</p> <p>Mihran Aroian MAN 336 – Spring 2011 Page 5</p> <ul style="list-style-type: none"> <li>• Fail to participate in class exercises and activities</li> <li>• Make comments that are inappropriate or offensive to others</li> <li>• Behave in a manner that is distracting or disruptive to the class</li> <li>• Miss class regularly</li> </ul>

**Rubric 6**  
**Individual Learning Log Reflection**

Performance Element	Level 5 to 4	Level 3 to 2	Level 1 to 0
Observation of experience	Reflection on experience is very complete and observations are thoroughly recorded	Reflection on experience is somewhat complete and recorded observations are brief	Reflection on experience is incomplete and observations are not recorded at all
Academic connection	Articulates clear connection between experience and course concepts; specific examples are provided	Mentions general connection between experience and course concepts; general examples are provided	Does not mention connection between experience and course concepts; no examples are provided
Personal relevance	Shares personal insights and opinions in an honest manner	Shares very little personal insights or opinions	No personal insights or opinions are mentioned
Completeness and grammar	Responses are thorough and proper grammar is used throughout	Responses need expansion and some grammar corrections are required	Some or all of the responses are incomplete and attention to grammar is lacking