



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 5301-115 ***Organizational Behavior (Online)***

Summer 2023, revised date: 5.31.2023
Texas A&M University-Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.

Office Location: Founders Hall, #217

Phone: 254-501-5944 (Melanie Mason, Administrative Assistant)

Email Address: yoon@tamuct.edu

If you have any questions or concerns, please send an e-mail to yoon@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox.

1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction

If you have any questions about this course, we can set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inboxes or e-mails anytime; I usually respond to questions within 24 hours on weekdays and 48 hours on weekends.

1-3. Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements and grading](#), [instructor policies](#), [technology requirements and support](#), [weekly checklist](#), [college and university procedures and policies](#), [frequently asked questions](#), and [appendix](#).

1-4. SafeZone

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](#) website.

To register SafeZone on your phone, please follow these three easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](#)
 - o [Android Phone/Tablet](#)
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

2. COURSE INFORMATION

2-1. Mode of Instruction and Course Access

This is a 100% online asynchronous course and uses TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to log in to this system. Additional information is located under [Technology Requirements and Support](#).

2-2. Course Overview and Description

The purpose of this course is to demonstrate the importance of organizational behavior to your own personal and organizational life. You are or probably will be an employee of an organization—and in all likelihood of several organizations—during your career. You may eventually become a team leader, a manager, or an executive. Studying organizational behavior will help you attain the knowledge and competencies needed to perform effectively in all of these roles. These will help you diagnose, understand, explain, and act on what is happening around you in your job.

2-3. Course Objectives

Upon successful completion of *MGMT 5301 Organizational Behavior*, students will be able to:

1. Understand and apply concepts of organizational behavior.
2. Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Understand and apply the individual, team, and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Understand and apply concepts relating to job satisfaction, stress, motivation, ethics, and decision making.
5. Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities - cognitive, emotional, and physical).
6. Understand and apply team mechanisms (communication, negotiation, leadership styles, and behaviors) to work teams of all sorts.
7. Comprehend and analyze the importance of organizational structure and organizational culture within an organization.
8. Analyze real-world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
9. Use organizational behavior concepts to alleviate real-world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.

10. Understand the relevance of organizational behavior for sustainability and sustainable development.
11. Understand, apply, and demonstrate professionalism as described under *professional etiquette* ([Course Requirement 8](#)).

2-4. Module Learning Outcomes

Module level student outcomes can be viewed in the Canvas classroom at the beginning of each Module.

2-5. Required Readings and Videos

The textbook is ***Organizational Behavior: Improving Performance and Commitment in the Workplace (7th Edition)*** by Jason Colquitt, Jeffery Lepine, and Michael Wesson. You will not need access to Connect. The detail of our main textbook is as follows.

- Title: Organizational Behavior: Improving Performance and Commitment in the Workplace (6th Edition)
- Author: Jason Colquitt, Jeffery Lepine, and Michael Wesson
- ISBN: 978-1-260-26155-4 (or 978-1-260-51121-5)
- Publisher: McGraw-Hill
- Publication Year: 2021

Throughout the course, you will be required to watch two movies: *Moneyball* and *Outsourced*. TAMUCT library has the online version of both movies. The link to these movies will be provided through our Canvas website.

3. COURSE REQUIREMENTS AND GRADING

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced in the virtual classroom and emailed to students within one week of the change decision. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

3-1. Requirement 1: Discussions (5 discussions, 30 points each, a total of 150 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. Some discussions are intended to make students think about issues that will be taught in the following week's module. Detailed instructions for each discussion will be provided through Canvas. Discussions are interactive and time-sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Professional Conduct Expectations: Online netiquette and in-person professional conduct are required at all times. I reserve the right to delete student posts that violate netiquette expectations, including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and/or violates netiquette expectations will be viewed as a

violation of professional etiquette ([Course Requirement 8](#)). **A reduction in one final grade level (e.g., from A grade to B grade) will occur per case of behavior that is unprofessional and/or violates netiquette expectations.** However, I reserve the right to reduce the penalty if I believe the behavior was unintentional or very minor in impact.

3-2. Requirement 2: Case Study Assignments (5 assignments, 60 points per assignment, a total of 300 points)

Case study assignments in this course are assessments of module-level learning objectives (for Modules 2 to 5), which are designed to help you practice applying course concepts to solve organizational behavior problems. A rubric entailing the grading criteria is provided with instructions for the assignment. An example of a case study assignment can be found in [Appendix 1](#).

Case study assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.

3-3. Requirement 3: Chapter Review Assignments (For Chapters 4 to 16: 13 assignments, 20 points per assignment, a total of 260 points)

Chapter review assignments in this course are qualitative assessments of your understanding of the things that you have learned in Chapters 4 to 16. In these chapters, you will be learning the key outcomes of organizational behavior (OB). The chapter review questions are designed to find answers to the following three important questions in examining the key outcomes of OB:

- 1) Is there any evidence that the key OB outcome that you have learned in this chapter is related to a higher level of outcomes that can benefit organizations, such as employee performance and commitment?
- 2) What are some methods that organizations can adopt to increase (or decrease) the level of OB outcome that you have learned in this chapter?
- 3) Overall, do you think organizations should care about the OB outcome that you have learned in this chapter? Why or why not?

A rubric entailing the grading criteria is provided with instruction for the assignment. An example of a chapter review assignment can be found in [Appendix 2](#).

Chapter review assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.

3-4. Requirement 4: Chapter Review Quizzes (for Chapters 1 to 16: 16 review quizzes, 10 points each, a total of 160 points)

Review quizzes are provided to ensure students are understanding concepts presented in the required readings and videos, as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module-level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT's Web-supported Canvas application.

Students can take each quiz twice. The higher score of the two attempts will be recorded.

Quizzes include 5 to 10 questions each and are anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes

must be completed by the due date posted on the [weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-5. Requirement 5: Final Exam (100 points)

There will be a final exam at the end of the semester. The exam includes 50 multiple choice and true/false questions, which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMUCT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 150 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam)**.

Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event.

3-6. Requirement 6: Introduction (10 points)

You need to post your introduction at the beginning of the course (10 points).

3-7. Requirement 7: Syllabus/Plagiarism Review Quiz (20 points)

This quiz is provided to ensure students understand the course requirements as well as the writing requirements to successfully pass this course.

Students can take this quiz twice. The higher score of the two attempts will be recorded. This quiz includes 10 questions and is anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that this quiz must be completed by the due date posted on the [weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-8. Requirement 8: Professional Etiquette

Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive, and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner, and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.
5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the Office of Student Success, adhering to published policies of the university, and seeking assistance or clarification when appropriate.

A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor, depending on the circumstances of the situation.

3-9. Bonus Assignments

The instructor may provide students with bonus assignments throughout the semester.

3-10. Grading Criteria

Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and a final exam.

Grade Composition:

Requirement	Percentage	Detail
Discussion	15%	5 discussions - 30 points each: 150 points total
Case Study Assignments	30%	5 assignments - 60 points each: 300 points total
Chapter Review Assignments	26%	13 assignments - 20 points each: 260 points total
Chapter Review Quizzes	16%	16 quizzes - 10 points each: 160 points total
Introduction	1%	10 points total
Syllabus/Plagiarism Quiz	2%	20 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be deduction (or failing) factors
Plagiarism		
Teamwork		
Improper Use of AI-Generated Content		
Copyright Violation		
Bonus Assignments	-	Can be an addition factor
Total	100%	1,000 points total

Grades will be computed using the following point scale. **A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.** (Grades will NOT be computed using the percentage scale in Canvas.)

Posting of Grades: All student grades are anticipated to be posted in the Canvas Grade book within seven days of the submission deadline. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

Submitting Course Requirements: Please submit all course requirements (discussions, assignments, quizzes, and final exam) through our Canvas classroom.

4. INSTRUCTOR POLICIES (VERY IMPORTANT)

A syllabus serves as an instructional and study planning document for both faculty and students.

4-1. Late Works

All works are due on the date designated on the [weekly checklist](#) unless otherwise posted in the classroom announcements. **No late work will be accepted without written documentation of an unavoidable or unforeseeable event.**

4-2. Plagiarism

A student who turns in a plagiarized assignment will receive a failing grade of “F” and a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

When you are using ideas, facts, statements, etc., from another source (including your past assignments from this as well as other courses) in your writing, you need to do the following two things.

1) Cite and reference the source properly using the American Psychological Association (APA) format.

2) Paraphrase the original writing so that no more than seven consecutive words are identical.

*** Here, a “source” also includes the use of AI-generated content and your past assignments from this as well as other courses.**

Any writing (that uses the idea, facts, statements, etc., from another source) that does not meet BOTH of the above two criteria will be considered plagiarism.

How to properly cite, reference, and paraphrase is outlined in the *Citations and References* video in the Orientation Module. Please watch this video and cite, reference, and paraphrase accordingly.

4-3. Teamwork

All the required works in this course represent the independent work of students; teamwork **will not be permitted**. A student who turns in a course requirement that is a result of teamwork **will receive a failing grade of “F” and be referred to Student Affairs**.

The definition of teamwork is not limited to working with another human being in real time. It also includes utilizing sources from past students (e.g., their past submissions), materials uploaded to study aid webpages like Course Hero, and AI-generated content like ChatGPT and Bard.

4-4. “Just” Paraphrasing Others’ Works

A large portion of a student’s work done by paraphrasing someone else’s work (including AI-generated content like ChatGPT, Bard, etc.) will not be viewed as a result of independent work. A student can paraphrase, cite, and reference someone else’s work to make certain points within the student’s writing. However, if a too large portion (determined by the instructor) of the student’s submission is just a paraphrasing of someone else’s work, it will be viewed as **“teamwork,”** as outlined above.

4-5. Use of AI-Generated Content

According to the official announcement made by Student Affairs, “Artificial intelligence engines generating content do not represent a true and honest evaluation of the student’s academic performance. **As such, students are prohibited from using artificial intelligence engines for academic purposes.**” See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details.

Although students may use AI services (ChatGPT, Bard, etc.) as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. **If a student’s answer is to be too similar to AI-generated content in a way that is difficult to be viewed as independent work (determined by the instructor), it will be viewed as a result of “teamwork,” which is prohibited in this course.**

4-6. Copyright of Course Materials

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material or sharing it with others through any means (e.g., directly or indirectly

through various websites like Course Hero) is prohibited without consent by the author and/or course instructor. **A student whose course material(s) has been shared through any means will be viewed as violating this copyright policy. Violation of copyright is against the law and the Texas A&M University-Central Texas Code of Academic Honesty. Any alleged violations will result in a failing grade of “F” and a referral to Student Affairs.**

4-7. Being an Online Student

Students’ learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a web-based course, you have committed to participate in the online course activities. Plan to participate regularly.

5. TECHNOLOGY REQUIREMENTS AND SUPPORT

5-1. Technology Requirements

This course will use the TAMUCT Canvas learning management system.

- Login to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMUCT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member’s computer. If you do encounter technical difficulties, please send me an email.

5-2. Technology Support

For Canvas issues Use the Canvas Help link located at the bottom of the left-hand menu for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For log-in issues For log-in problems, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support, please let your support technician know you are a TAMUCT student.

For course contents and requirement issues For issues related to course content and requirements, contact the [instructor](#).

Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

6. WEEKLY CHECKLIST

This weekly checklist provides you with a list of the things that you need to do in a given week. You'll need to check off all the things on the list to be considered "complete" for that week.

Each week's work for the course will begin on Monday and end on Sunday. *Most* of the things that you need to do each week have *Friday or Sunday night at 11:59 p.m.* deadlines.

Course materials for a given week will be open at 12:01 a.m. on Monday of the week earlier except for Week 1. Week 1 materials will be opened on Monday of Week 1. So, except for Week 1, you'll have about two weeks to complete the required activities (e.g., quizzes and assignments) from the opening of the materials. **Course materials will not be opened in advance of this schedule.**

I reserve the right to make changes to the course schedule if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

For other important dates of our university (e.g., add, drop, and withdraw deadlines), please refer to the [university academic calendar](#).

Week 1: June 5th, Monday – June 11th, Sunday

Orientation Module

Things to do	Points	Due date	Where to find	Done?
Watch Instructor Welcome Video Message	-	-	Home	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Watch Citations and References Video	-	-	Modules > Orientation	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>
Upload your introduction	10	June 11 th , Sunday	Assignments > Others	<input type="checkbox"/>
Complete the Syllabus/Plagiarism Review Quiz	20	June 11 th , Sunday	Assignments > Others	<input type="checkbox"/>

Module 1 – Part 1: What is Organizational Behavior?

Things to do	Points	Due date	Where to find	Done?
Watch Module 1 Introduction Video	-	-	Modules > Module 1	<input type="checkbox"/>
Read Ch. 1 Introduction to Organizational Behavior	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 1	<input type="checkbox"/>
Complete Chapter 1 Review Quiz	10	June 11 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Week 1: June 5th, Monday – June 11th, Sunday (Continued)

Module 1 – Part 2: Job Performance

Things to do	Points	Due date	Where to find	Done?
Read Ch. 2 Job Performance	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 2	<input type="checkbox"/>
Complete Chapter 2 Review Quiz	10	June 11 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 1 – Part 3: Organizational Commitment

Things to do	Points	Due date	Where to find	Done?
Read Ch. 3 Organizational Commitment	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 3	<input type="checkbox"/>
Complete Chapter 3 Review Quiz	10	June 11 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Discussion

Things to do	Points	Due date	Where to find	Done?
Complete Discussion #1 (Job Performance)	30	June 11 th , Sunday	Assignments > Discussions	<input type="checkbox"/>

Week 2: June 12th, Monday – June 18th, Sunday

Module 2 – Part 1: Job Satisfaction

Things to do	Points	Due date	Where to find	Done?
Watch Module 2 Introduction Video	-	-	Modules > Module 2	<input type="checkbox"/>
Read Ch. 4 Job satisfaction	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Chapter 4 Review Assignment	20	June 18 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 4 Review Quiz	10	June 18 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 2 – Part 2: Stress

Things to do	Points	Due date	Where to find	Done?
Read Ch. 5 Stress	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 2	<input type="checkbox"/>
Complete Chapter 5 Review Assignment	20	June 18 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 5 Review Quiz	10	June 18 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Discussion

Things to do	Points	Due date	Where to find	Done?
Complete Discussion #2 (Job Characteristics Theory)	30	June 18 th , Sunday	Assignments > Discussions	<input type="checkbox"/>

Week 3: June 19th, Monday – June 25th, Sunday

Module 2 – Part 3: Motivation

Things to do	Points	Due date	Where to find	Done?
Read Ch. 6 Motivation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 3	<input type="checkbox"/>
Complete Chapter 6 Review Assignment	20	June 25 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 6 Review Quiz	10	June 25 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 2 – Part 4: Trust, Justice, and Ethics

Things to do	Points	Due date	Where to find	Done?
Read Ch. 7 Trust, Justice, and Ethics	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 4	<input type="checkbox"/>
Complete Chapter 7 Review Assignment	20	June 25 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 7 Review Quiz	10	June 25 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 1: Motivation	60	June 25 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Week 4: June 26th, Monday – July 2nd, Sunday

Module 2 – Part 5: Learning and Decision Making

Things to do	Points	Due date	Where to find	Done?
Read Ch. 8 Learning and Decision Making	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 5	<input type="checkbox"/>
Complete Chapter 8 Review Assignment	20	July 2 nd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 8 Review Quiz	10	July 2 nd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 3 – Part 1: Personality and Cultural Values

Things to do	Points	Due date	Where to find	Done?
Watch Module 3 Introduction Video	-	-	Modules > Module 3	<input type="checkbox"/>
Read Ch. 9 Personality and Cultural Values	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 1	<input type="checkbox"/>
Complete Chapter 9 Review Assignment	20	July 2 nd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 9 Review Quiz	10	July 2 nd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 2: Personality Assessment	60	July 2 nd , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Week 5: July 3rd, Monday – July 9th, Sunday

Module 3 – Part 2: Ability

Things to do	Points	Due date	Where to find	Done?
Read Ch. 10 Ability	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 2	<input type="checkbox"/>
Complete Chapter 10 Review Assignment	20	July 9 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 10 Review Quiz	10	July 9 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 4 – Part 1: Teams (Characteristics and Diversity)

Things to do	Points	Due date	Where to find	Done?
Watch Module 4 Introduction Video	-	-	Modules > Module 4	<input type="checkbox"/>
Read Ch. 11 Teams: Characteristics and Diversity	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 1	<input type="checkbox"/>
Complete Chapter 11 Review Assignment	20	July 9 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 11 Review Quiz	10	July 9 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Discussion

Things to do	Points	Due date	Where to find	Done?
Complete Discussion #3 (Personality and Ability Assessment)	30	July 9 th , Sunday	Assignments > Discussions	<input type="checkbox"/>

Week 6: July 10th, Monday – July 16th, Sunday

Module 4 – Part 2: Teams (Processes and Communication)

Things to do	Points	Due date	Where to find	Done?
Read Ch. 12 Teams: Processes and Communication	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 2	<input type="checkbox"/>
Complete Chapter 12 Review Assignment	20	July 16 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 12 Review Quiz	10	July 16 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 4 – Part 3: Leadership (Power and Negotiation)

Things to do	Points	Due date	Where to find	Done?
Read Ch. 13 Leadership: Power and Negotiation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 3	<input type="checkbox"/>
Complete Chapter 13 Review Assignment	20	July 16 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 13 Review Quiz	10	July 16 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Discussion / Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Discussion #4 (Leadership)	30	July 16 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Case Study Assignment 3: Teams	60	July 16 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Week 7: July 17th, Monday – July 23rd, Sunday

Module 4 – Part 4: Leadership (Styles and Behaviors)

Things to do	Points	Due date	Where to find	Done?
Read Ch. 14 Leadership: Styles and Behaviors	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 4	<input type="checkbox"/>
Complete Chapter 14 Review Assignment	20	July 23 rd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 14 Review Quiz	10	July 23 rd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 5 – Part 1: Organizational Structure

Things to do	Points	Due date	Where to find	Done?
Watch Module 5 Introduction Video	-	-	Modules > Module 5	<input type="checkbox"/>
Read Ch. 15 Organizational Structure	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 1	<input type="checkbox"/>
Complete Chapter 15 Review Assignment	20	July 23 rd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 15 Review Quiz	10	July 23 rd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Discussion / Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Discussion #5 (Organizational Structure)	30	July 23 rd , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Case Study Assignment 4: Leadership in the movie <i>Moneyball</i>	60	July 23 rd , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Week 8: July 24th, Monday – July 28th, Friday

Module 5 – Part 2: Organizational Culture

Things to do	Points	Due date	Where to find	Done?
Read Ch. 16 Organizational Culture	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 2	<input type="checkbox"/>
Complete Chapter 16 Review Assignment	20	July 28 th , Friday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 16 Review Quiz	10	July 28 th , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 5: National and Organizational Culture in the Movie <i>Outsourced</i>	60	July 28 th , Friday	Assignments > Case Study Assignments	<input type="checkbox"/>

Final Exam

Things to do	Points	Due date	Where to find	Done?
Complete Final Exam	100	July 28 th , Friday	Assignments > Final Exam	<input type="checkbox"/>

7. COLLEGE AND UNIVERSITY PROCEDURES AND POLICIES

7-1. College of Business Administration (COBA) Learner Access and Success

This website has been specially designed to provide “one-stop shopping” for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, and career and professional development, among other services and many helpful videos. Check it out and bookmark it. It will be very useful: COBA Learner Access and Success (<https://www.tamuct.edu/coba/coba-learners.html>).

7-2. Drop Policy

If you need to drop this class, you must complete the [Drop Request Dynamic Form](#) through Warrior Web.

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid the penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

7-3. Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, visit the following web page.

[\[https://www.tamuct.edu/student-affairs/student-conduct.html\]](https://www.tamuct.edu/student-affairs/student-conduct.html).

If you know of potential honor violations by other students, you may submit a report through the following web page.

[\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0\]](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

7-4. Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

7-5. Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#). For more information, please visit the [Student Affairs](#) web page. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

7-6. Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#).

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

7-7. Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at Warriorcenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote tutor 24/7 for almost any subject from your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except for writing support. Access Tutor.com through Canvas.

7-8. The University Writing Center

For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

7-9. University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place virtually through WebEx, Microsoft Teams, or in-person at the library. [Schedule an appointment here](#). Assistance may cover many topics, including how to find

articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#).

7-10. A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](#).

7-11. Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can [complete the referral online](#).

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team website](#) for more information. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

8. FREQUENTLY ASKED QUESTIONS (FAQs)

FAQ 1. Can the course contents be opened in advance?

Answer: No, course materials will not be opened in advance of the schedule outlined in the ['Weekly Checklist'](#) section. I develop course content and make adjustments to course materials during semesters for a better student learning experience.

FAQ 2. I have missed an assignment deadline. Can you extend the deadline for me?

Answer: Yes, but ONLY IF the reason for missing the deadline is due to an unavoidable or unforeseeable event. You'll also need to provide me with written documentation that verifies the reason.

FAQ 3. The reason that I missed the assignment is private. So, I cannot provide you with a reason or documentation. Can you extend the deadline for me?

Answer: I value your privacy. However, in this case, I cannot provide you with a deadline extension. I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 4. I finished the assignment before the deadline. But I wasn't able to submit the assignment in time because there was a problem with my internet. Can you extend the deadline for me?

Answer: Yes, I understand that this can happen, and you can submit your assignment late. However, in this case, your submitted assignment (either in word or pdf file format) should have been "last modified" before the deadline (this can be verified through the 'properties' menu in the word or pdf program). If your file has been last modified after the deadline (for whichever reason, including the case that your file's last modified time cannot be verified), I cannot accept your assignment. Again, I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

FAQ 5. I have copy-and-pasted a writing that is more than seven consecutive words from another source. However, I have clearly cited the source in my assignment. Is this plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source.

FAQ 6. I have copy-and-pasted a writing that is more than seven consecutive words from my past assignment in another course. Is this plagiarism?

Answer: Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. "Another source" also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly. But in this case, even if you have paraphrased, cited, and referenced the original writing accordingly, there is a chance that your submission will be viewed as unauthorized teamwork, as outlined in the '[Instructor Policies](#)' section. Therefore, I highly recommend that you avoid utilizing your past work in other courses.

FAQ 7. I have taken this course in the past, but I'm taking this course again this semester. When I was taking this course the last time, I completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?

Answer: No, they will be considered plagiarism for the same reason in my answer to FAQ 6 above. And for the same reason outlined in FAQ 6, there is a chance that your submission will be viewed as unauthorized teamwork. Please read the answer to the Q6 above for more detail.

FAQ 8. The syllabus says that teamwork is not allowed in this course. Does this mean that I cannot help out a classmate understand the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?

Answer: No, a student helping out another student to better understand the learning contents is a kind gesture and is, in fact, somewhat encouraged. I'd rather have my students study together and have a

better understanding of the learning contents than just give up on understanding the contents. (And, of course, you can always reach out to me for help too.)

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student's answer is too similar to another student's answer in a way that is difficult to be viewed as independent work (determined by the instructor), this is now viewed as "teamwork," which is prohibited in this course.

So, if you are helping out John, please make sure that John writes the answers on his own based on how he understood the learning contents (and vice versa if you are the student that is getting help from John). And if seven or more consecutive words of your writing are identical to those in writing from John's assignment, it will also be viewed as plagiarism.

FAQ 9. I have referenced (or used) my friend's work (or someone else's work from the internet). But I have paraphrased every sentence. Is this a problem?

Answer: Yes, this can be a problem, as your submission is viewed as an outcome of teamwork. What your friend can only do is help you to understand the learning contents related to the assignment. In this case, your answer will be too similar to your friend's answer in a way that is difficult to be viewed as independent work.

FAQ 10. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting an "A" in this course?

Answer: It depends. As outlined in the '[Grading Criteria](#)' section of this document, your final grade will be determined by the total points that you have achieved in this course and not by the percentage that you may see on our Canvas website. So, if your total point, in the end, is 900 points or greater and you see 92% on the website, your grade will be an "A" grade for this course. But if your total point, in the end, is less than 900 points and you see 92% on the website, your grade will be "B" for this course.

FAQ 11. My total point, in the end, is 903 points. But our Canvas website shows that I have achieved 88% of the grades available. Does this mean that I'm getting an "A" in this course?

Answer: Yes, your grade will be "A" in this course because your total point for this course is 900 or greater.

FAQ 12. Can I upload the course materials to websites like Course Hero?

Answer: No. Please read the '[Instructor Polices](#)' section of this document for more detail. You'll also receive a failing grade of "F" and be referred to Student Affairs if the copyright policy is violated in any way.

FAQ 13. Can I submit course materials (e.g., discussions and assignments) using AI-generated content like ChatGPT, Bard, etc.?

Answer: No. According to the official announcement made by Student Affairs, "Artificial intelligence engines generating content do not represent a true and honest evaluation of the student's academic performance. As such, students are prohibited from using artificial intelligence engines for academic purposes." See the [original announcement made by Student Affairs](#) on the Student Conduct Canvas community webpage for further details. Students who utilize AI-generated content in submitting their course materials will be viewed as violating the "teamwork" policy outlined in this syllabus. Although

students may use these AI services as a tool to work more efficiently, the final answer and the writing should be their own based on how they have understood the relevant content. If a student's answer is too similar to AI-generated content in a way that is difficult to be viewed as independent work (determined by the instructor), this is now viewed as "teamwork," which is prohibited in this course.

Appendix 1 – Case Study Assignment Example

* This is only an example. The finalized assignment may differ.

Case Study Assignment #4: Leadership in the movie *Moneyball* (60 points)

Why this assignment?

This assignment supports the Course Objectives 7, 8, and 9 listed in our syllabus.

Instruction

1. Read Chapter 14 (Leadership: Styles and Behaviors) of our textbook.
2. Watch the movie *Moneyball*.

[Link](#) to the video on TAMUCT Library website

(TAMUCT ID and PW needed; Google Chrome or Mozilla Firefox recommended).

3. Answer the following six questions.

Q1) Do you confirm that your writing in this submission is original and has not violated any policies under section '4. Instructor Policies' (i.e., plagiarism, teamwork, "just" paraphrasing, and the use of AI-generated content) in our syllabus? **(The assignment will not be graded if you do not answer "yes" to this question.)**

Q2) In the movie, what was the change that the Oakland A's was going through under the leadership of Billy Beane? **(10 points)**

Q3) In leading the change that you described in Q1, what was the decision-making style **(described in Chapter 14 of our textbook)** of Billy Beane? Why? To which specific behaviors of Billy Beane shown in the movie is your argument based? **(10 points)**

Q4) According to the Time-Driven Model of Leadership **(described in Chapter 14 of our textbook)**, which decision-making style should Billy Beane have adopted? Why? Explain using the seven factors in the model. Does the decision-making style that Billy Beane adopted matches the style that he 'should have' adopted according to the model? **(10 points)**

Q5) In leading the change that you have described in Q1, was the leadership style exercised by Billy Beane transactional or transformational **(described in Chapter 14 of our textbook)**? Why? To which specific behaviors of Billy Beane shown in the movie is your argument based? **(10 points)**

Q6) What would be a similar situation that organizations face in a more generalized business setting? And how can organizations better respond to this situation by applying what you have learned from the movie (with a focus on the decision-making and leadership styles of Billy Beane)? **(20 points)**

Important Notes

1. In writing your answers, **NEVER copy and paste any part of the textbook or any other sources.** Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered plagiarism, and you will receive a failing grade of "F" in this course. You will also be referred to Students Affairs.

2. In submitting your answers, please **use the answer sheet (word file) that is provided with this instruction file**. If the provided format is not utilized, the assignment will be sent back.
3. See the Appendix for the grading rubric.

Appendix 1 – Case Study Assignment Example (Continued)

Appendix. Grading Rubric

Criteria	Grading Standard	Points
Q1	The student answered “yes” to the question.	Proceed with grading
	The student did NOT answer “yes” to the question.	Do not proceed with grading
Q2 (10 points)	The student has correctly identified the change that the Oakland A’s was going through in the movie.	10
	The student has described a change, BUT it is not a change illustrated in the movie.	5
	The student has NOT identified a change.	0
Q3 (10 points)	1) The student has identified the decision-making style of Billy Beane. 2) The student has backed up his or her argument with specific behaviors demonstrated by Billy Beane in the movie. 3) The student’s argument is based on the learning contents in Chapter 14 of our textbook. 4) The student’s argument is logical. All of the above four conditions are met.	10
	1) is met, and TWO of the other conditions are met.	7.5
	1) is met, and ONE of the other conditions is met.	5
	1) is met, but NONE of the other conditions are met.	2.5
	1) is NOT met.	0
Q4 (10 points)	1) The student has identified the decision-making style that Billy Beane should have adopted. 2) The student has utilized the seven factors in the Time-Driven Model of Leadership in identifying the decision-making style that Billy Beane should have adopted. 3) In utilizing the Time-Driven Model of Leadership, the student has backed up his or her argument with specific situations depicted in the movie. 4) The student’s argument is logical. All of the above four conditions are met.	10
	1) is met, and TWO of the other conditions are met.	7.5
	1) is met, and ONE of the other conditions is met.	5
	1) is met, but NONE of the other conditions are met.	2.5
	1) is NOT met.	0

Appendix 1 – Case Study Assignment Example (Continued)

Appendix. Grading Rubric (Continued)

Criteria	Grading Standard	Points
<p>Q5 (10 points)</p>	<p>1) The student has identified the leadership style of Billy Beane. 2) The student has backed up his or her argument with specific behaviors demonstrated by Billy Beane in the movie. 3) The student’s argument is based on the learning contents in Chapter 14 of our textbook. 4) The student’s argument is logical. All of the above four conditions are met.</p>	<p>10</p>
	<p>1) is met, and TWO of the other conditions are met.</p>	<p>7.5</p>
	<p>1) is met, and ONE of the other conditions is met.</p>	<p>5</p>
	<p>1) is met, but NONE of the other conditions are met.</p>	<p>2.5</p>
	<p>1) is NOT met.</p>	<p>0</p>
<p>Q6 (20 points)</p>	<p>1) The student has presented an idea of how organizations can better respond to a similar situation. 2) The student has based his or her arguments on what has been learned through answering Q2, Q3, and Q4. 3) The ideas presented by the student are logical and meaningful to organizational behavior (or HR) practitioners. All of the above three conditions are met.</p>	<p>20</p>
	<p>1) is met, and ONE of the other conditions is met.</p>	<p>15</p>
	<p>1) is met, but NONE of the other conditions are met.</p>	<p>10</p>
	<p>1) is NOT met.</p>	<p>0</p>

Appendix 2 – Chapter Review Assignment Example

* This is only an example. The finalized assignment may differ.

Chapter Review Assignment #1: Job Satisfaction (Chapter 4) (20 points)

Why this assignment?

This assignment is intended to achieve Learning Objective #5, listed on our Canvas website under the 'Modules > Module 2 – Part 1 > Learning Objectives' menu. This assignment also supports Course Objective 4, listed in our syllabus.

Instruction

1. Read *Chapter 4: Job Satisfaction* in our textbook.

2. Answer the following four questions.

Q1) Do you confirm that your writing in this submission is original and has not violated any policies under section '4. Instructor Policies' (i.e., plagiarism, teamwork, "just" paraphrasing, and the use of AI-generated content) in our syllabus? **(The assignment will not be graded if you do not answer "yes" to this question.)**

Q2) Is there any evidence that job satisfaction is related to a higher level of outcomes that can benefit organizations, such as employee performance and commitment? Provide some examples of study results that demonstrate the relationship between job satisfaction and beneficial outcomes (Hint: Carefully read the section '*How important is job satisfaction?*'). Also, indicate on which page(s) of our textbook your examples can be found. **(5 points)**

Q3) What are some methods that organizations can adopt to increase the level of job satisfaction of their employees? (Hint: Carefully read the section '*Why are some employees more satisfied than others?*'). Try not to focus on things that are too obvious such as increasing the pay level of employees. Also, indicate on which page(s) of our textbook your suggested methods can be found. **(10 points)**

Q4) Among the methods that you have identified in Q2, which method do you think is the most practical and/or useful in increasing (or decreasing) the job satisfaction level of employees in your organization or job? Why? **(5 points)**

Important Notes

1. The main purpose of this assignment is to review the learnings in Chapter 4. **Therefore, Chapter 4 of our textbook should be the only source of information in answering the questions in this assignment. Do NOT use any other sources.**

2. In writing your answers, **NEVER copy and paste any part of the textbook or any other sources.** Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered plagiarism, and you will receive a failing grade of "F" in this course. You will also be referred to Students Affairs.

3. In submitting your answers, please **use the answer sheet (word file) that is provided with this instruction file**. If the provided format is not utilized, the assignment will be sent back.

4. See the Appendix for the grading rubric.

Appendix 2 – Chapter Review Assignment Example (Continued)

Grading Rubric

Question	Grading Standard	Points
Q1	The student answered “yes” to the question.	Proceed with grading
	The student did NOT answer “yes” to the question.	Do not proceed with grading
Q2 (5 points)	1) The student has provided an example of study results that demonstrate the relationship between job satisfaction and beneficial outcomes.	5
	2) The student has indicated on which page(s) of the textbook his or her example can be found.	
	Both of the above conditions are met.	2.5
	1) is NOT met.	0
Q3 (10 points)	1) The student has identified a method(s) that organizations can adopt to increase (or decrease) the level of job satisfaction of their employees.	10
	2) The student has indicated on which page(s) of our textbook his or her suggested methods can be found.	
	Both of the above conditions are met.	5
	1) is NOT met.	0
Q4 (5 points)	1) The student has identified a method that he or she thinks is the most practical and/or useful.	5
	2) The student has articulated why the method that he or she chose can be the most practical and/or useful.	
	Both of the above conditions are met.	2.5
	1) is NOT met.	0