BU 230 - ORGANIZATIONAL BEHAVIOR

Course Description

Organizational behavior is the study of human behavior, attitudes, and performance in organizations. It is interdisciplinary, drawing concepts from the social and clinical psychology, sociology, cultural anthropology and organizational psychology. Studying organizational behavior will help you attain the competencies needed to be an effective employee, team leader, and/or manager. The knowledge and skills you gain should help you diagnose, understand, and explain what is happening around you in your job.

This organizational behavior course will focus on systematically understanding individual differences, group dynamics and organizational context to help or hinder the achievement of organizational goals and purposes. Each class will encompass a specific theme:

- **Class 1:** The World of Organizational Behavior
- **Class 2:** Individual Behavior in Organizations
- **Class 3:** Leadership in Organizations
- **Class 4:** Teamwork and Interpersonal Behaviors in Organizations
- **Class 5:** The Changing Organization

The presentation of this module may be adapted or modified to fit varied instructional models (such as a hybrid presentation, structure, or variations in activities and content emphasis).
Eight Course Objectives

At the end of this course, students are expected to:

1. Discuss the multi-disciplinary nature of the field of organizational behavior and the major theorists who have contributed to the field.
2. Appreciate the importance of understanding organizational behavior; identify factors that influence the effectiveness of organizations.
3. Identify and describe the individual characteristics that influence work behavior and organizational effectiveness.
4. Review current knowledge of motivation, leadership, conflict and political processes in organizations.
5. Identify and describe various types of groups, appreciate the stages of their development and understand how groups are affected by roles and norms.
6. Understand how organizational processes and structure influence individual and group behavior in organizations.
7. Analyze and identify critical factors that influence organizational change.
8. Increase understanding of themselves and their own role within the organization.

Materials of Instruction

Required Text:
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- Supplemental Reading Materials/Case Studies (facilitator’s option and choice).

Preparation and Assignments

The accelerated pace of this course requires the student to assume initiative in mastering the content and completing the assignments before each class session.

The successful class integrates the text concepts and readings with the knowledge, insight and experience of each participant. The end goal is an enlightened participant and a fulfilling group experience.

This module is designed to be the guide and academic standard for the course. Individual facilitators may deviate from suggested assignments and weight of grading scheme as they interpret course integrity. Facilitators may distribute a course syllabus in the first class session that will indicate any additions, deletions or modifications from this module.

Please note that with 3-5 chapters of reading required per class, there may not be time to complete all the activities outlined in the module. Some cases and/or exercises may be substituted with more pertinent materials by the facilitator. Assignment revisions for improvement and mastery may be permitted by the course facilitator. Details regarding revision submissions will be provided by your facilitator.
Grading Criteria
Your performance will be evaluated as follows:

Weekly Applied Learning Cases (3)                  20%
Weekly Personal Assessments w/Written Report    20%
Variable Content Assignment                        25%
    *See facilitator options below
Organization Assessment Group Project and Presentation  20%
Class Participation (attendance + value added in-class interactions) 15%
TOTAL ___________ 100%

*Variable Content Assignment Facilitator Options:
This assignment area provides flexibility for the facilitator to incorporate change and add variety to the coursework. Suggested options include
  ➢ Guided Notes
  ➢ Integrated Case Analysis
  ➢ Other course appropriate assignments developed by the facilitator

Assignment Details

This course is reading and writing intensive. Concept/content introduction and reinforcement activities/strategies will be employed. Formative and summative methods for student learning assessment will be utilized. In this course, learners will complete five types of assignments designed to (a) meet the needs of various learning styles; (b) promote reflection and critical thinking; and (c) demonstrate individual and group performance:

1. Personal Behavior Assessments
2. Weekly Applied Learning Cases
3. Variable Content Assignment: Guided Notes and/or Case Analysis
4. Group Project and Presentation
5. Class Participation—Dialogue and Discussion—Group Member Interactions

Scoring guides and rubrics may be provided to learners by the course facilitator.

***Note to students and facilitators:

To review assignment details for each individual week see pages 8, 10, 11, 13, 14, 16 and 18 in this module
Summary of Assignments

1. Personal Behavior Assessments and Written Report—20%
   **Individual Assignment—10 submissions**
   Students will explore the personal meaning and effect of the competencies outlined in the text by completing self-assessments as assigned in the module each week (weeks 1-5) and evaluating results, looking for their own areas of effectiveness as well as opportunities for growth. *Specific details about the format of this submission will be determined by the facilitator. All late papers will be graded no higher than a “C”.*

   **A. Weekly Personal Assessments**
   Complete assigned assessment. In short answer/short essay format, write a summary report describing your results for EACH assessment guided by EACH question (a-e) below:

   a. What is the assessment called?
      ❖ State your answer in a complete sentence.
   b. What does it measure?
      ❖ State your answer in complete sentences. Here, describe the purpose of the assessment and explain what it measures.
   c. What are the possible scores or ranges of scores? What do they mean?
      ❖ State the definitions of scores, score categories, score ranges, etc…
   d. Following each weekly assignment requirements, state and discuss YOUR results, scores, etc…When you report your results and discuss what they mean in short but clear complete answers.
   e. Answer additional questions as indicated by each assessment assignment in each week’s assignment pages found in this module. Write your responses in clear complete sentences.

2. Weekly Applied Learning Case—20%
   **Individual Assignment—3 submissions**
   In this assignment, learners will write and analyze three cases in weeks two, three and four. The outline/guidelines for writing the weekly cases are provided below. Analysis for each case must be performed by using and applying concepts, theories and/or models found in your textbook. Weekly papers must utilized concepts current with the assigned readings. *Specific details about the format of this submission will be determined by the facilitator. All late papers will be graded no higher than a “C”.*

   **a. Content**
   Identify a problem *within your workplace* that relates to the assigned reading for the week. In a practical application (of the week’s material) to your workplace, explain the issue using terms and models from the text; then engage the class in discussion of the issue. Each week students will have ~10 minutes to explain the problem and lead discussion (each student will lead at least one discussion during the five week course). The workplace situation can be something that affects you personally or that is observable and apparent at some level in your organization. Typically, papers will be
Your written case should consist of responses to EACH and EVERY question listed in this assignment—Assignment Questions. Learners should follow the UCAP writing guidelines. Specific details about the format of this submission will be determined by the facilitator. All late papers will be graded no higher than a “C”.

Assignment Questions

1. What is the one textbook concept you are employing in your case? One sentence will do here. The concept must be in alignment with the readings for the week. In your first submission of this assignment in Week Two (2), you may employ any one concept from Chapters 1, 2, 3, 4, 5, 6, 7, 15, and 16.

2. What is the situation and why is it happening? Go beyond the symptoms to find root causes. What do you believe is “really” happening? Explain.

3. What is the impact of the situation? Explain.


5. What changes can be implemented by applying the concepts you are learning to your workplace? Explain.

6. What is the projected outcome of your proposed change on your own position, as well as the effect on the organization? Explain.

Assessment of weekly case oral presentations will be based on:

a. Speaking skills: clear/understandable, volume, pace, eye contact with group

b. Clearly and effectively summarizing issue, building upon prior week’s report (do not repeat the same information)

c. Incorporating appropriate learned concepts and theories from the assigned text and classroom learning in identifying problem, situation analysis and problem solving

d. Effectively involving the class in discussion leading to learning

e. Proposed recommendations and timeline for implementation make sense for organizational environment and have potential to succeed as outlined

f. NOTE: Taking part in dialogues of classmates will be included in the Participation grade (15%).

3. Variable Content Assignment—25%

Facilitator’s Choice—5 submissions in total—Facilitator will determine which one assignment is to be completed for each week.

Option 1: Guided Notes—Individual Assignment

The purpose of this assignment is to ensure classroom readiness, understanding and engagement. Using weekly class session objectives, guided note taking centers the mind on the meaning of learning in a given course or class session. Writing notes has a direct cognitive impact and aids with information retention and application. This assignment
requires students to write a response to each objective presented in the module by class session. Responses should be paraphrased summaries of material found in the textbook as well as summaries of your understanding. Citations are required—page numbers should be noted. Responses should be written in complete sentences and in short answer/brief paragraph format. This assignment is due each week for five weeks. Specific details about the format of this submission will be determined by the facilitator (hardcopy or electronic submission). All late papers will be graded no higher than a “C”.

Option 2: Case Analysis—
The purpose of this assignment is to ensure classroom readiness, understanding and engagement. Case study analysis integrates course concepts, language and theory as a method to deepen the learning experience. Integrating Cases (Part 5 in the text starting on page 541) will be used. Learners will read selected cases and respond with short answers/short essays to questions located at the end of each selected case. Specific details about the format of this submission will be determined by the facilitator (hardcopy or electronic submission). All late papers will be graded no higher than a “C”.

Option 3: Additional Personal Assessments

Option 4: Other as developed by facilitator

4. Organization Assessment Group Project and Presentation
Groups will be determined and organized the first night of class. The purpose of this assignment is to assess and analyze an organization using concepts, models, theories, and tools found in the textbook. Using information from the text chapters and class sessions, each group will assess one organization using the model presented in the book; determine its underlying structure; and discuss the nature of problems that result.

As the final project and presentation, students will be assigned an organization to analyze (e.g., via case studies, films, online materials, or other types of instructional resources as provided or determined by facilitator). Student led oral presentations will consist of a 20-30 minute Power Point slide production and a guided discussion/question-answer session. Facilitators will provide a more detailed description and outline of this assignment based on instructional preferences and techniques. Group project presentations occur during class session five.

Presentations may be video-taped for use in the College and Business Department accreditation and assessment of student learning process.

In addition to a scoring rubric or grading guide that may be provided by the facilitator, presentation evaluations will be based on six factors:

- a. The clarity and articulation of the specific situations you identified and analyzed.
- b. The caliber of your analysis of the organization’s situation and your demonstrated ability to use, discuss and apply course concepts
- c. The depth and practicality of assessment, degree of detail and specificity.
d. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your presentation.
e. Your answers to the questions posed by the class—how well you defend and support your analysis and recommendations during the Q&A session.
f. The quality of your PowerPoint slides.

A **general assessment** of this assignment is outlined at the end of the module. Students are expected to present their analysis collaboratively in a group format employing Power Point software. Expected level of mastery for Power Point use in this course is **above average**. A scoring rubric or expectation guide for this aspect of the assignment will be provided by the facilitator.

In addition, group members will rate each other’s performance as specified on the **Peer Evaluation** handout (at the end of this module). **Peer Evaluation Completion will count as 5% of the grade for this assignment**
Assignments to be Completed Prior to Class #1

➢ Read Chapters 1, 15 and 16

➢ Personal Behavior Assessment

   **Personal Assessment #1:** Complete the *Experiential Exercise: Self Competency—Key Competencies Self-Assessment Inventory* page 27+ Chapter 1. Follow the assignment guidelines on page 4 of this module—state the questions and write short answer responses in complete sentences. In addition, answer the following questions (also found on page 29 of your textbook).

1. What does your overall profile suggest in relation to your needs for personal and professional development?
2. Based on the competency most in need of development, identify three possible actions you might take to reduce the gap between your current and desired level for that competency?
3. Would others who work with you closely or know you well agree or disagree with your self assessment profile?
   a. In what dimensions might their assessments of you be similar to your own?
   b. Why?
   c. In what dimensions might they differ?
   d. Why?

➢ Variable Content Assignment

   **Guided Notes**—
   o Write this document following Session Objectives for Week #1. Remember to cite page numbers noting where you found your information. This assignment is guided by the Session Objectives for Week #1 (see next page).

1. Discuss the importance of the seven foundation competencies as a key issue for all organizations and employees.
2. Explain the influence of environmental forces, strategic choices, technological factors, and integrative framework on the design of organizations.
3. Discuss multidivisional, multinational, and network designs and conditions favoring their effectiveness.
4. Explain how organizational cultures are developed, maintained, and changed.
5. Identify the potential relationships between organizational culture and performance.
6. Discuss the process of organizational socialization and its relationship to organizational culture.
Class #1

Theme: The World of Organizational Behavior—Introduction

Session Objectives
1. Discuss the importance of the seven foundation competencies as a key issue for all organizations and employees.
2. Explain the influence of environmental forces, strategic choices, technological factors, and integrative framework on the design of organizations.
3. Discuss multidivisional, multinational, and network designs and conditions favoring their effectiveness.
4. Explain how organizational cultures are developed, maintained, and changed.
5. Identify the potential relationships between organizational culture and performance.
6. Discuss the process of organizational socialization and its relationship to organizational culture.

Activities
1. Class and Facilitator Introductions.
2. Review
   a. Syllabus
   b. Course and Classroom Behavior Policies
   c. Course Objectives
   d. Course Assignments
   e. Grading Criteria
   f. Key Points for Successful Course Completion
2. Facilitator Summary
   a. Rationale for OB as a Distinct Field of Study.
   b. Key Issues as They Relate to OB
      a. The Model—Foundation Competencies for Effectiveness
3. Group Formation and Teaming
4. Wrap Up and Review for Next Week
5. Time for group work

REVIEW ASSIGNMENTS FOR WEEK #2
Assignments to be Completed Prior to Class #2

➢ Read Chapters 2-7

➢ Personal Behavior Assessments 2, 3, 4 and 5

Personal Assessment #2: Complete *Experiential Exercise: Ethics Competency—What is your decision?* page 64 Chapter 2. Write your summary report following the assignment guidelines (this module page 4). **In addition, answer the following questions:**
   1. What ethical principle or principles reflect your decision?
   2. How would you assess the ethical intensity in this situation?

Personal Assessment #3: Complete *Experiential Exercise: Self Competency—What are Your Cultural Values?* page 97 Chapter 3. Write your summary report following the assignment guidelines (this module page 4). **In addition, answer the following questions:**
   1. What were your scores for the five categories?
   2. What is the interpretation of the scores?
   3. Is this an accurate assessment? Why or why not?
   4. How can this assessment help you to better understand your performance at work?

Personal Assessment #4: Complete *Experiential Exercise: Self Competency, What’s Your Emotional IQ* on page 99 of Chapter 3. Write your summary report following the assignment guidelines (this module page 4). **In addition, answer the following questions.**
   1. Are you satisfied with these results? Why or why not?
   2. What can you learn about yourself from this information?
   3. Do you find EQ a useful personality characteristic? Is it genetic or shaped by experience?

Personal Assessment #5: Complete *Experiential Exercise: Self Competency, Goal-Setting* on page 214 of Chapter 7. Write your summary report following the assignment guidelines (this module page 4). **In addition, answer the following questions.**
   1. Is this an accurate assessment? Why or why not?
   2. How can this assessment help you to better understand your performance at work and set future goals?

➢ Weekly Applied Learning Case 1

➢ Variable Content Assignment—Facilitator’s Choice—Facilitator will specify ONE of the options below to be completed for week #2
   - Complete Week 2 Guided Notes Assignment
   - OR Complete *Experiential Exercise: Self Competency, Perception Process* on page 127 Chapter 4.
   - OR Complete *Experiential Exercise: Self Competency, What is Your Self-Efficacy?* on page 154 Chapter 5.
OR Complete *Experiential Exercise: Self Competency, What do you want from your job?* on page 187 Chapter 6.

OR Assigned Case Study and Questions

OR Other

➢ Be prepared to discuss informally with the facilitator progress of group analysis project.
CLASS #2

Theme: Individual Behavior in Organizations

Objectives
1. Provide some examples of specific personality traits that have important relationships to work behavior.
2. Describe the general relationship between attitudes and behavior.
3. Define job satisfaction and organizational commitment and explore their important work outcomes.
4. Understand the perceptual process and the types of perception errors.
5. Explain the process of attribution and describe how attributions influence behavior in the work place.
6. Discuss the differences among classical, operant, and social learning theories.
7. Apply the contingencies of reinforcement and methods used to increase desired work behaviors.
8. Define motivation and describe the process of motivation including both content and process models.
9. Discuss four reward systems that help stimulate high performance.

Activities
1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity
2. Group Discussions on Weekly Applied Learning Case and Write-up
3. Group Work
4. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK # 3
Assignments to be Completed Prior to Class #3

➢ Read Chapters 8, 9, 10 and 11

➢ Personal Behavior Assessments 6, 7, and 8

Personal Assessment #6: Complete Experiential Exercise: Self Competency, Work Related Stress Inventory on page 249 Chapter 8. Write your summary report following the assignment guidelines (this module page 4).
   1. Discuss your results.
   2. Do your scores suggest that you need to take action to lower your stress levels?
   3. If yes, what actions do you think will be most effective?
   4. Is this an accurate assessment? Why or why not?
   5. How can this assessment help you to better understand your performance at work and manage stress?

Personal Assessment #7: Complete Experiential Exercise: Communication Competency, Political Skill Inventory on page 284 of Chapter 9. Write your summary report following the assignment guidelines (this module page 3-4). In addition, answer the following questions.
   1. Discuss your results, scores, etc…When you report your results; discuss what they mean in short but clear answers.
   2. Is this an accurate assessment?
   3. Why or why not?
   4. Based on your profile of scores, what aspects of communication skill do you need to develop further?

Personal Assessment #8: Complete Experiential Exercise: Self Competency, GLOBE Leader Behaviors Instrument on page 342 Chapter 11. Write your summary report following the assignment guidelines (this module page 3-4). In addition, answer the following questions.
   1. Discuss your results, scores, etc…When you report your results; discuss what they mean in short but clear answers.
   2. In the GLOBE research, the charismatic/value-based leadership dimension emerged as the most strongly endorsed contributor, worldwide, to acceptable and effective leadership. Is your score consistent with this finding?
   3. The team-oriented leadership dimension is also endorsed worldwide as a strong contributor to outstanding leadership. Is your score on this leadership dimension consistent with this finding?

➢ Weekly Applied Learning Case 2

➢ Variable Content Assignment— Facilitator will specify ONE of the options below to be completed for week #3
   o Complete Week 3 Guided Notes Assignment
   o OR Assigned Case Study and Questions (continued)
- OR Complete *Experiential Exercise: Self Competency, Personal Power Inventory*
  page 313 Chapter 10
- OR Other

- Be prepared to discuss informally with the facilitator progress of group analysis project.
Class #3

Theme: Leadership in Organizations

Class 3# Objectives

1. Diagnose the sources of stress in organizations and identify several individual and organizational methods for coping with stress.
2. Identify five interpersonal sources of power and effective and ineffective uses of power.
3. Identify the differences between leaders and managers. Discuss conditions under which leadership may be irrelevant.
4. Describe and apply traditional models of leadership such as Hersey and Blanchard’s Situational Model and Vroom-Jago’s Leadership Model.
5. Describe and apply contemporary models of leadership including Charismatic Leadership and Transformational Leadership.
6. Describe and correctly identify models of managerial decision-making and the biases inherent in the each process.

Activities

1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity
2. Group Discussions on Weekly Applied Learning Case and Write-up
3. Group Work
4. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK # 4
Assignments to be Completed Prior to Class #4

- Read Chapters 12, 13, and 14

- Personal Behavior Assessment 9
  
  **Personal Assessment #9:** Complete *Experiential Exercise: Self Competency, Conflict Handling Styles* on page 407 of Chapter 13, list your results and answer the following questions for your final paper: Write your summary report following the assignment guidelines (this module page 4). **In addition, answer the following questions**
  
  1. Discuss your results, scores, etc… When you report your results; discuss what they mean in short but clear answers.
  2. **AND**
     
     a. Are you satisfied with this profile? Why or why not?
     
     b. Is this profile truly representative of your natural and primary conflict handling styles?
     
     c. What can you do to improve your conflict handling skills?

- Weekly Applied Learning Case 3
  
- Variable Content Assignment—Facilitator will specify ONE of the options below to be completed for week #4

  - Complete Week 4 Guided Notes Assignment
  - OR Assigned Case Study and Questions
  - OR Complete *Experiential Exercise: Teams Competency, Team Assessment Inventory* page 79 Chapter 12
  - OR Complete *Experiential Exercise: Self Competency, Personal Creativity Inventory* page 440 Chapter 14
  - OR Other

- Continue work within work group on presentation.
Class #4

Theme: Teamwork and Interpersonal Behaviors in Organizations

Objectives

1. Describe and discuss the most common types of teams and groups in organizations.
2. Explain and apply the five-stage model of team development.
3. Describe and discuss the basic forms of conflict within organizations.
4. Understand how power is used in conflict management.
5. Identify and apply different interpersonal conflict handling styles to work situations.
6. Describe and discuss the essentials of interpersonal communication.
7. Evaluate and develop strategies to use communication networks effectively.

Activities

1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity
2. Group Discussions on Weekly Applied Learning Case and Write-up
3. Group Work
4. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK #5
Assignments to be Completed Prior to Class #5

- Read Chapter 17
- Review writing and grade requirements
- Complete personal assessment #10—final

**Personal Assessment #10:** Assessment Summary Final Paper
Each learner will complete a final paper summarizing and analyzing their personal “learnings” and course experience takeaways FRAMED by the *Eight Course Objectives*. See Page 2 of Module. Discuss…

What do you now understand about the

1. multi-disciplinary nature of the field of organizational behavior and the major theorists who have contributed to the field.
2. importance of understanding organizational behavior; identify factors that influence the effectiveness of organizations.
3. individual characteristics that influence work behavior and organizational effectiveness.
4. current knowledge of motivation, leadership, conflict and political processes in organizations.
5. various types of groups, the stages of their development, and how groups are affected by roles and norms.
6. organizational processes and structures; and how they influence individual and group behavior in organizations.
7. critical factors that influence organizational change.

Discuss how you have increased understanding of yourself and your own role within your organization?

What is your “Big Takeaway” from this course? Explain.

- **Variable Content Assignment**— Facilitator will specify ONE of the options below to be completed for week #5
  
  o Complete Week 5 Guided Notes Assignment
  o OR Assigned Case Study and Questions
  o OR Other

- **Final Preparations for Group Project Presentation**
Class #5

Theme: Organizational Change

Objectives

1. Identify pressures for organizational change including globalization, information technology and changes in the nature of the workforce.
2. Understand the impact of individual and organizational resistance to change.
3. Identify characteristics of effective change programs.
4. Describe ethical considerations in developing change programs.

Activities

1. Group Presentations
2. Class discussion and/or activity
3. Course and Instructor Evaluations
4. Wrap Up!
ORGANIZATIONAL BEHAVIOR
Group Project Peer Evaluation

Evaluate the quality of the group experience by completing an evaluation for each team member, including you. Please be as objective as possible. Write in the name of the team member being reviewed then circle the number that you think best describes the value to be assessed in each area. Justify ratings in the Comments section below. Continue comments onto the back of the page if necessary.

Team Member: __________________________

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<td>Was open-minded and listened to comments of others</td>
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<td>Asked pertinent questions to help the group in arriving to accurate conclusions</td>
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Comments to support ratings (Required): ________________________________________________

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Reviewed by: __________________________ (Name Required)
ORGANIZATIONAL BEHAVIOR
GROUP PRESENTATION
(Used in Conjunction with Course Performance Criteria)

Students: _____________________________________________

Company Name: _____________________

Timeframe

20-35 minutes (Includes time for questions and answers)

Presentation

0 – 25 points

• Logical sequence of subject matter, for example:
  o Introduction, explanation organizational structure, culture and resulting issues, analysis, conclusion
• Speaking skills:
  o Clear/understandable, volume, pace, eye contact with audience, body language, avoided use of jargon, etc.
• Used various presentation techniques to involve a variety of learning styles
• All group members participated in presentation
• Effectively answered questions/lead discussion

Content

0 – 75 points

• Incorporated appropriate concepts & theories from the text and classroom learning to describe and assess situation, accurately using technical terms and models (not just descriptions of theories)
• Presented clear, accurate and objective analysis of organization’s structure and resulting issues, based upon an understanding of the course and classroom material
• Proposed solutions and implementation time line make sense for the organizational environment and have potential to succeed

Comments:

Group Grade:________