North Park University

SBNM 5010 online – Fall 2013-14
Organizational Behavior and Ethics
Syllabus

Course Facilitator: Judith (Judy) Donor
Contact Information:
Phone: 773-244-5539
Cell: 847-754-5477
E-mail: jdonor@northpark.edu

Office Hours: Please e-mail me to schedule a phone or on-line appointment.

Schedule: Course opens Monday, August 26th with the first deadline at midnight (CDT) on Thursday, 29th. The **final** course assignment is due at 8:00 AM, Monday, October 14th (CDT).

Before you Begin: Read the welcome message on the *Announcements* page and peruse the syllabus to gain clarity on course requirements.

Introductory Comments:

Until recently, business school curricula focused heavily upon the technical side of management and required completion of courses in the fields of economics, accounting, finance, operations and other courses that are based on quantitative analysis. Over the past decade, however, it has become increasingly clear that without human and organizational skills, the best trained technical manager will not be effective in developing and retaining a competitive pool of talent. For succeeding in management, while technical skills are necessary, they are insufficient if we are to compete in today's competitive and demanding workplace.

Additionally, while an understanding of organizational theory is essential, theoretical frameworks must be grounded in a practical real world context if real learning is to take place. For this reason, students who register for this class are required to have access to an organization for the completion of course assignments.

Course Description and Student Learning Objectives:

The purpose of this course is to develop an understanding of human behavior in changing organizations and the managerial awareness, tools and methods that are available to increase effectiveness. The course surveys principles and theories about individuals and groups at work, motivation and interactive drives and processes for satisfying needs, organization strategies for effectively utilizing people and creating the environment to achieve goals of people and companies. The course also surveys ethical issues and the rational integration of ethical thinking and decision-making in competitive organizations. New models of teams, organization structure and organizational development practices are studied as the product of today's transforming organizations.

The following three objectives point to the most important course outcomes. Please focus on these objectives as you begin the course:

- *Comprehend fundamental principles, generalizations, or theories.*
- *Develop a clearer understanding of, and commitment to, personal values.*
- *Ask questions and seek answers for further learning.*

More specifically, students will:

1. Discuss current challenges and ethical issues prevalent within the workplace.
2. Determine the relationship between social responsibility and ethics.
3. Examine the differences in values across cultures and generations.
4. Examine the role and impact of values, personality and emotion on the ability to manage and achieve organizational success.
5. Integrate into discussions and written paper an awareness of their personal beliefs and values and the impact on their happiness and success at work
6. Distinguish among the many motivational theories and apply those most relevant to the work environment.
7. Identify the historical ethical philosophies prevalent within the work environment.
8. Identify the historical ethical philosophies most closely associated with their own behavior.
9. Determine the impact of human resources strategies on ethical behavior.
10. Determine the role of organizational structure on ethical behavior.
11. Determine the role of organizational culture on ethical behavior.

Required Texts:

McShane, S.L., Von Glinow, M.A., Organizational Behavior: Essentials, 2nd Edition, McGraw-Hill Irwin, 2009, ISBN: **978-0-07-338122-0**

Ferrell, O.C, Fraedrich, H. & Ferrell, L., Business Ethics: Ethical Decision Making and Cases, 9th Edition, South-Western Cengage, 2012, ISBN: **978-1111825164**

Required Online Assessments:

Self-Assessments are posted under the weekly assignments. Be certain to complete, score and reflect upon the self-assessments prior to participating in the forums each week.

Additional Readings: All other required and optional reading assignments can be found on the Moodle course site under the topic for the week for which the readings are assigned or recommended.

Course Prerequisites:

This course has no prerequisites. All directions and support are provided for the assignments in this course.

However, it is expected that participants know how to perform basic tasks such as sending

email with attachments, creating, editing and saving documents in a file structure, and performing web searches.

Course Teaching and Learning Methods;

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and other course materials. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses should not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. One or two students will be assigned each week to serve as discussion leaders. It will be the responsibility of these students to provide the opening "posting" to that week's discussion question, to "manage" the discussion during the week, and to summarize key points at the end of that week.

Most assignments (see weekly assignments folder for more specifics) will be posted on-line for class member review and comments. I expect that each student will provide constructive and timely feedback to other class members on assignments. While the course facilitator may also provide online feedback on assignments, grades for each course assignment will be given privately.

Important note: I see my role as your instructor as a "learning facilitator." Rest assured that that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not necessarily respond to each and every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important learnings and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule:

Discussion questions for the week will be posted by Saturday morning so that we can begin discussion of the topic by Monday evening of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible (by Sunday evening) in order to provide meaningful and substantive discussion comments. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week's topics. When you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your post should never be longer than 2-3 paragraphs or 200 words.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Technical Skills Required:

The orientation in Moodle should be completed before beginning this course. Other than having the ability to function in Moodle, students should be able to write papers using MS Word. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week.

Student Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to log in a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to the discussion at least 3-4 times per week (see *Guidelines for Writing Good Discussion Threads and Posts* in the Course Information Book at the top of the main page on the Moodle page for the course). Simply saying "hello" or "I agree" is not considered a substantive contribution (see below for posting suggestions). You must support your position or begin a new topic or add somehow to the discussion when logging on. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week's topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of one original post and responses to three other students' posts in each forum. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!

2. Most assignments will be posted on-line. You will be asked to comment and provide feedback to one another on your work.

3. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good "netiquette" (see *A Guide to Netiquette* in the *Course Information* Book in the top area of the Moodle course site).

4. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).

5. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly, even just to say you're still out there.

Course Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. While the course instructor will not lead the online discussion, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.

3. The course instructor will provide opportunities for group work in class that will include discussion as well as hands-on exercises.

4. The course instructor will provide updated information on relevant resources for the various topics of interest.

5. The course instructor will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.

6. The course instructor will respond to all student e-mails within 48 hours of receipt.

7. The course instructor will respond to all student phone calls within 48 hours.

8. The course instructor will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

Week/Module #1: August 26 - September 1
Organizational Behavior and Ethics - Introduction

Student Learning Objectives:
By the completion of this week's module, each student will have

- demonstrated basic understanding of course structure and requirements through engagement in discussion forums and journal completion.
- acquainted him/herself with each student in class through the introduction forum.
- articulated what he/she deems to be the fundamental challenges and most pressing ethical issues facing organizations.
- explored the impact of globalization on organizational behavior.

Required Readings:

1. McShane & Von Glinow, Chapter 1
2. Ferrell, Fraedrich & Ferrell, Chapters 1 & 3
3. Guptara, P. (2010). Towards creating the right kind of globalization: An analysis with proposals. *Journal of Organisational Transformation and Social Change (7)* 1, 89-103.

4. Petrova, P.K, Goldstein, N.J., & Cialdini, R.B. (2004). Hidden costs of organizational dishonesty. *MIT Sloan Management Review (45)* 3, 67-73.

Other Good Resources (as you have time)**:**

1. Wilson, T. (2004). **The human equity advantage.** *CMA Management (78)* 7, 12-14.

Week/Module #2: September 3 – 8 (Monday, September 2nd is Labor Day)

Values and Personality: Ethical Issues and Social Responsibility

Student Learning Objectives
By the completion of this module, each student will have

- completed and interpreted the relevance of self assessments focused on an understanding of his/her values and personality.
- realized and discussed the impact of values and personality upon behavior.
- determined the difference between organizational ethics and social responsibility.

Required Readings:

1. McShane & Von Glinow, Chapter 2
2. Ferrell, Fraedrich & Ferrell, Chapters 2 & 10,
3. **Handy, C. (2008). The future of the corporation. *Reflections (8)* 4, 1-5.**
4. **Visser, W. (2010). A new vision for corporate social responsibility. *Market Leader (Summer)* 49, 34-38.**

Required Self Assessments:

1. **Identifying Your Dominant Values**
2. **Identifying Your Locus of Control**
3. **The Big Five Personality Test**
4. **The Type A Scale**

Other Good Resources (as you have time):

1. **Handy, C. (2002). What's a business for? *Harvard Business Review (80)* 12, 49-55.**
2. **Davis, I. (2005). The biggest contract. *The Economist (375)* 8428, 1-7.**
3. Handy, C. (2009). Lecture to celebrate the Peter Drucker Centennial.

Week/Module #3: September 9 - 15

Personality, Emotions and Ethical Decision Making

Student Learning Objectives:

By the completion of this module, each student will have

- determined the impact of moral character upon ethical decision-making.
- related his/her decision making style to his/her ability to affect organizational success.
- examined the historical ethical philosophies and determined with which his/her behavior in organizations is most aligned.

Required Readings:

1. McShane & Von Glinow 3, 4 & 6
2. Ferrell, Fraedrich & Ferrell, Chapters 5 & 6
3. Trevino, L.K. & Brown, M.E. (2004). **Managing to be ethical: Debunking five business ethics myths.** *Academy of Management Executive (18)*2, 69-81.
4. Hoenig, C. (2003). **Total leadership: consult your moral compass.** *CIO: The Magazine for Information Executives*, pp. 36-38.

Required Self Assessments:

1. **Assessing Your Perspective Taking**
2. **Assessing Your Emotional Empathy**
3. **Assessing Your Decision-Making**
4. **Machiavellianism Scale**

Other Good Resources (as you have time):

2. Cashman. K. (2003). **Awakening authenticity.** *Executive Excellence (20)* 5, 5-7.

Week/Module #4: September 16 - 22

Motivational Theories and Application

Student Learning Objectives:

By completion of this module, each student will have:

- distinguished among the many motivational theories and acknowledged personal motivation preferences.
- utilized motivation and ethics theory to analyze the film ***Glengarry Glen Ross, The Boiler Room or Employee of the Month.***
- determined how HR application of motivation theory may lead to unethical behavior.
- discussed the impact of rewards on motivation and ethical behavior.

Required Movie:

During Week 2 each team will choose one movie to watch before engaging in the Week 4 Discussion Forums. The three options:

1) ***Glengarry Glen Ross*** (1992). A critically acclaimed drama about ethics, competition and motivation among a real estate sales force. Stars: Alec Baldwin, Al Pacino, Ed Harris, Jack Lemmon, Alan Arkin and Kevin Spacey. The movie has an R rating due to frequent profane language **OR**

2) ***Boiler Room*** (2000). A serious R rated drama about a young man's ambition in a firm that seduces him with monetary success but also leads him to question his own morality. Stars: Giovanni Ribisi, Vin Diesel, and Nicky Katt.

3) ***Employee of the Month*** (2006). A fun romantic comedy that takes place in a big box store where two employees with very different values, compete for the Employee of the Month award. Stars Dane Cook, Jessica Simpson and Dax Shepard. The film is rated PG 13 for some crude sexual innuendo and humor.

The films are available for download through Netflix and On Demand with Blockbuster.

Required Readings:

1. McShane and Von Glinow, Chapter 5
2. Masour, J., Dorfman, P.W., De Luque, M.S., & House, R.J. (2006).**In the eye of the beholder: Cross-cultural lessons in leadership from Project Globe**. *Academy of Management Perspectives (20*) 1, 67-90.
3. Reynolds, L.A. (2005). **Communicating total rewards to the generations**. *Benefits Quarterly (21)* 2, 13-17.
4. Bazerman, M.H. & Tenbrunsel A.E. (2011). **Ethical breakdowns**. *Harvard Business Review (89)* 4, 58-65.

Required Self Assessments:

1. **Measuring Your Equity Sensitivity**
2. **Measuring Your Growth Need Strength**

Other Good Resources (as you have time):

1. Steers, R.M, Mowday, R. T. & Shapiro, D.L. (2004). **The future of work motivation theory.** *Academy of Management Review* (29) 3, 379-387.

Week/Module #5: September 23-29

Writing the Paper – Application

Student Learning Objectives
By completion of this module, each student will have

- applied personality, motivation, decision-making and ethics theory to his/her real world workplace.
- determined whether he/she is a match with his/her organization's mission and values.
- recognized the importance of value fit between self and employer.

Required Readings:

None

Required Self Assessments:

None

Written Assignment:

See explanation under assignments below

Week/Module #6: September 30 – October 6

Organizational Structure and Culture in a Global Economy

Student Learning Objectives:
By completion of this module, each student will have:

- examined the pillars of organizational structure and organizational culture.
- identified the components of an ethics program for his/her organization.
- determined the impact of structure and culture on an individual's ethical decisions.
- acknowledged personal preferences for work structure, design and organizational culture.

Required Readings/Videos:

1. McShane and Von Glinow, Chapters 12 & 13
2. Ferrell, Fraedrich & Ferrell, Chapters 7, 8, & 9
3. Bennis, W. (2004). **It's culture, stupid. *Executive Excellence (21)*** 11, 4-4.
4. Welch, J. (2009). Create candor in the workplace. *Stanford Graduate School of Business.* Filmed July 27, 2009. One hour interview with Jack Welch, former CEO of General Electric – on Moodle.
5. Kitchen, N. (2010). Lecture in organizational structure and design. *London School of Business and Economics.* Filmed October 26, 2010. 10 minute lecture on Moodle.

6. Davey, D.(2010). Lecture in organizational culture and values. *London School of Business and Economics.* Filmed October 26, 2010. 11 minute lecture on Moodle presented by Dean Davey, Learning Director CIS, Deloitte & Touche RCS.

Required Self Assessments:

1. **Identifying Your Preferred Organizational Structure**
2. **Corporate Culture Preference Scale**

Other Good Resources (as you have time):

1. Peterson, J. (2010). Building organizational culture. *Stanford Graduate School of Business*, Recorded February 26, 2010. Video On Moodle.

Week/Module #7: October 7 - 13

Working in Groups on an Organizational Case Study

Student Learning Objectives:
By completion of this module, students will have:

- worked together in a group to analyze one organization's performance and ethical behavior utilizing theory presented throughout the course.

Required Reading:

None

Required Self Assessments:

None

Final Project:

See below

Course Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments.

1. **Moodle Discussion Forum** **300 points maximum**

Discussion forums will be held during the following weeks: 1, 2, 3, 4, and 6. There will be three forums in each of those weeks, and you will receive up to a maximum of 20 points for your participation in each forum – up to 60 points per week.

Discussion Leader Assignment:

You will serve as a discussion leader for one week's forum or group project for which you will receive a possible additional 20 points. ***In addition to leading the discussion, , you will summarize the discussion and post it at the end of your assigned week no later than 4:00 PM CDT on Sunday following the conclusion of the discussion the night before. See weekly forum schedule below.***

Weekly Discussion Forum Schedule:

Week 1: Begins Monday August 26 and ends on Saturday August 31 - Large group discussion
Week 2: Begins Tuesday September 3 and ends on Saturday September 7 - Small group discussion
Week 3: Begins Monday September 9 and ends on Saturday September 14 - Large group discussion
Week 4: Begins Monday September 16 and ends on Saturday September 21- Small group discussion
Week 5: No discussion forum
Week 6: Begins on Monday September 30 and ends on Saturday October 5 - Large group discussion
Week 7: No discussion forum

Discussion Forum Scoring Rubric:

CATEGORY	4 pts – Meets Standards	3 pts – Approaching Standards	2 pts - Below Standards	1 pt- Well Below Standards	0 pts
Integration of Content	Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material.	Demonstrates knowledge of content by integrating material found in multiple sources provided.	Refers to lesson content but is not integrated effectively.	Does not refer to key points with no evidence participant understands the key points.	
Number of Posts	Minimum of 4responses during the week including original post and three posts which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and two posts which are made in response to other students' comments.	Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts.	Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment.	No Posting And No Response Posting
Relation to Original Post	Expands ideas presented in original post through sharing of relevant experience or reference material.	Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	

Constructive Comments	Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	
Clear Writing	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	

2. **PAJ (Personal Application Journal)** **100 maximum points**

Weeks 1, 2, 3, 4 and 6 you are to submit a short synopsis 750-1000 words) each week to the instructor highlighting your most significant learnings from that week's readings, self assessments, discussion forum or other learning activities as well as any new observations you have about that week's topic or questions that you may have. The synopsis will answer the questions:

- What? (What have I learned?)
- So What? (What difference does it make?)
- Now What? (How will it impact the way I know, do or be?

You will receive up to a maximum of 20 points for each submission. These submissions are due according to the schedule shown below:

PAJ Journal Due Dates:

Week 1: Tuesday, September 3 at 8:00 am CDT
Week 2: Monday, September 9 at 8:00 am CDT
Week 3: Monday, September 16 at 8:00 am CDT
Week 4: Monday, September 23 at 8:00 am CDT
Week 5: No PAJ
Week 6: Monday, October 7 at 8:00 am CDT
Week 7: No PAJ

PAJ Scoring Rubric:

Each PAJ is to be a short synopsis (approximately 1000 words) synthesizing your most significant learnings (during the time period covered by the PAJ) gained from team activities, the readings, assessments, and the discussion forum. In the synopsis you will use your experience to support course concepts as you answer the questions:

- What? (What have I learned?)
- So What? (What difference does it make?)

- Now What? (How will it impact the way I know, do or be?)

Criteria\Points	4 Points	3 Points	2 Points	1 Points	0 Points
Retelling of Experience	Detailed objective explanation of experience using specific descriptors of observations during experience	Objective observation of experience – is able to view the situation as an outside observer and understand the role he/she plays in the situation.	Somewhat objective observation of experience – sees him/herself as a part of the situation but not clear on his/her impact.	Non-objective observation of experience – does not account for the role that he/she played in the situation described.	Does not use real world experience to support concepts learned.
Reflections/ Personal Response	Describes own thoughts and supports own positions with several experiences	Describes own thoughts and supports position with real world experience	Describes own thoughts and takes a position but position is not supported	Describes own thoughts but position is unclear	Does not take a position or discuss own thoughts
Relevance to Classroom Concepts and Personal and Team Experience	Student gains insights well in multiple contexts; relates observations to classroom concepts and personal experience with teams both in class and in the workplace	Makes use of personal experience to support concepts discussed in class and integrates personal experience with insights gained from team members.	Makes use of personal experience to support concepts discussed in class but does not integrate personal experience with insights gained from team members.	Makes some reference to personal experience but experience is not clearly relevant to concepts discussed in class OR makes reference to concepts but does not support concepts with personal experience	Makes no reference to what is discussed in class or to personal experience
Critical Thinking	Is characterized by at least four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least three of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by one of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept

Effort on Assignment	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	No journal submitted

3. Paper - Am I a good fit with my organization? 50 maximum points

During week 5 (due by 8:00 AM Monday, September 30) you will write an 8-10 page paper, drawing upon information from weeks 1 – 4, discuss your values, personality, decision making style, ethical philosophy and motivation and answer the question, " Am I a good fit with my organization?" The paper should follow the points outlined below.

1. Introduce your organization and the role you play.
2. Use your reflections from your MIP and any additional thoughts gained from your readings, assessments and group discussion, discuss your values, attitudes, motivation, ethical, philosophy, personality and decision making style.
3. Answer the questions:
   a. What does my organization value? Is it the same thing they say they value? How do you know?
   b. How are my organization's values similar or different from my own?
   c. What are the personalities and decision-making styles of my superiors? Can I be sufficiently flexible in order to work with them? Why, or why not?
4. Am I mission matched? Am I in alignment with my organization's ethical practices?
5. Summarize and close.

Paper Scoring Rubric:

Criteria for Paper Scoring – Use the criteria below to check on your progress. Use the matrix in conjunction with the outline provided for the topical development of the paper.

The paper should follow the outline provided in the syllabus and the course assignments, but the outline is not a series of questions to be answered. The outline is a guide for developing the paper/project report through which your knowledge of core course concepts will be demonstrated. In other words, this assignment is not a series of short essays, rather it should be a cohesive paper developed around a key topic with proper introduction and conclusion.

50 points total

Category	Excellent 10 points	Very Good 9 points	Good 8 points	Fair 7 points	Poor 6 points	Unacceptable 5 points or less

1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general – not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and uses grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting .
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.

5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the paper have been lost between the introduction and the conclusion	The conclusion is recognizable, but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the paper is complete.	There is no clear conclusion, the paper just ends.

4. **Final Project – Case Analysis** **50 maximum points**

During week 7 (due by 8:00 A.M. CDT, Monday October 14), together with your team you will choose one of the organizations for which a case has been written in Part IV of the Ferrell, Fraedrich and Ferrell text. As a team you will analyze the organizational makeup and ethical issues facing the organization. In addition to the material presented in the case, some outside research from sources with internal knowledge of the organization will be required to complete this assignment. Use the following outline to prepare your analysis:

1. What are (were) the mission and values of the organization?
2. How would you describe the ethical approach and behavior of the organization and its leadership?
3. What human resource strategies and practices (have) helped this organization? Which ones (have) hindered it?
4. Describe the organizational structure and work design and indicate whether it has been a factor in the ethical situation described in the case.
5. What are (were) the pillars of the organizational culture? Is (Was) it a strong or weak culture? How has (did) the culture contribute to the company's ethical profile?
6. (Was) Is the organization in alignment with its articulated mission and values?

<u>Final Project Scoring Rubric:</u>

<u>Criteria for Team Project Scoring – Use the criteria below to check on your progress. Use the matrix in conjunction with the outline provided for the development of the final project slide presentation.</u>

The project report should follow the outline provided in the syllabus and the assignments in module 7, but the outline is not a series of questions to be answered in your research – knowledge of which should be demonstrated in the report. The outline is a guide for developing the project report through which your knowledge of core course concepts will be demonstrated.

APA: Although it is a PowerPoint presentation, it should still begin with an abstract and end with a list of references.

50 points total

Category	Excellent 10 points	Very Good 9 points	Good 8 points	Fair 7 points	Poor 6 points	Unacceptable 5 points or less
1.Research (Scholarship)	Reference list contains more than two references per number of team members. Additionally, interviews or other internal sourcing of data is documented.	Reference list contains more than two references per number of team members	Reference list contains two references per number of team members	Reference list contains more than one but less than two references per number of team members	Reference list contains one reference per number of team members	Reference list contains less than one reference per number of team members
2. Focus on Topic (Content)	Project topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Internal sources have provided information that has also been used to support the topic.	Project topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Project topic is clear but the supporting information is general – not clearly based on theory provided in the course.	Project topic is somewhat clear but there is a need for more supporting information.	Project topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The project topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the project.	Writer makes no errors in grammar, spelling or Power Point formatting.	Writer makes 1-2 errors in grammar, spelling or Power Point formatting.	Writer makes 3-4 errors in grammar, spelling or PowerPoint formatting	Writer makes more than 4 errors in grammar, spelling or PowerPoint.	Writer makes more than 5 errors in grammar, spelling or PowerPoint formatting

4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the project.	All course concepts are reported accurately, but some may be extraneous to the topic of the project.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the project.	Most course concepts are reported accurately but some may be extraneous to the topic of the project.	A few course concepts are reported accurately and may be extraneous to the topic of the project.	NO course concepts are reported OR most are inaccurately reported.
5. Introduction and Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the project as each relates to the topic described in the introduction.	. The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the project have been lost between the introduction and the conclusion.	The conclusion is recognizable but does not clearly relate to the topic described in the introduction.	Only one or two bullets have been written to introduce the project and to indicate that the project is complete.	There is only an introduction with no conclusion or only a conclusion with no introduction.	There is no clear introduction or conclusion..

Please be aware that your instructor will <u>not</u> accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

<u>Course Grading:</u>

According to policies of the School of Business and Nonprofit Management, a grade less than C is a failing grade.

Total Points Earned:	Final Grade:
495 - 500	A+
470– 494	A
446 - 469	A-
440 – 445	B+
420- 439	B
400- 419	B-
394- 399	C+
370- 393	C
Below 370	F

<u>Please note that while it may be possible to accumulate enough points to pass the course without completing the paper, you will fail the course if the paper has not been submitted.</u>

Course Polices:

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.
Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
- Copying another's answers on an examination.
- Deliberately allowing another to copy one's answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's Catalog (available at www.northpark.edu). In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance

The graduate courses in the SBNM are all 7 weeks in length. Making up one week's discussion forums is allowed as all readings and assignments are made up by the student within a reasonable time period (the following class session). Of course, in an online course, delayed discussion forum participation will always have an impact on your learning and the learning of others. Making up a second weeks discussion forum is allowed only in unusual circumstances by prior arrangement and will result in the reduction of your grade. Since this represents more than 25% of the class time for the course, the student runs the risk of receiving a lower overall grade for the class. A student who misses a third week of discussion forums will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website). Tardiness is a **major** annoyance. Late participation impacts the flow and the ability of your fellow class mates to enter into discussion with you.

Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources.

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving students' writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (http://owl.english.purdue.edu/owl/resource/560/01/). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA Interactive presentation that walks you through the process of setting up your APA paper
http://www.peakwriting.com/aiu/apa6th/apa6th.html

APA PowerPoint Slide Presentation: http://owl.english.purdue.edu/owl/resource/560/17/
Sample APA Paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

North Park University Writing Center
www.npuwritingcenter.com

The Purdue Online Writing Lab
http://owl.english.purdue.edu/owl/resource/560/01/

APA Online
www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing.* New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association.