

**North Park University**  
**SBNM 5010 A1 Fall 13-14**  
**Organizational Behavior and Ethics**  
**Syllabus**

**Course Facilitator:** Catherine Marsh, Ed.D., Associate Professor of Management  
Contact Information:

Fax: 773-244-5285  
E-mail: cmarsh@northpark.edu

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

**Schedule:** Monday nights beginning August 26<sup>th</sup>. **No class will be held on Labor Day, Monday, September 2nd.**

**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*, 2<sup>nd</sup> 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*, 9<sup>th</sup> Edition, South-Western Cengage, 2012, ISBN: **978-1111825164**

### **Supplementary Materials Provided in Class:**

The Strength Deployment Inventory and the Platinum Rule Inventory will be provided in class. Both inventories include self assessments and feedback assessments. A fee of \$60 will be charged to your account to cover the costs of these assessments.

### **Required Online Assessments:**

Self-Assessments are posted under the weekly assignments. Be certain to complete, score and reflect upon the self-assessments prior to class 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.

### **Technical Skills Required:**

The orientation in Moodle should be completed before beginning this course. Other than having the having 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.

## **Course Outline**

### **Week/Module #1: August 26th**

#### **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.
- acquainted him/herself with each student in class.
- 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. Gupta, 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.

##### **Group Discussion Questions - preparation for discussion – not turned in:**

*After reading Chapters 1 & 3 in Ferrell, Fraedrich & Ferrell, articulate your own statement on the importance of Business Ethics. Over which of the issues articulated in chapter 2 are you most concerned?*

## **Week/Module #2: September 9**

### **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](#)

**SDI (Strength Deployment Inventory) will be handed out and completed in class.**

#### **Group Discussion Questions - preparation for discussion – not turned in:**

*After reading Chapters 2 and 10 in Ferrell, Fraedrich and Ferrell, and the Handy and Visser articles answer the following questions:*

What does social responsibility have to do with ethics? Would you say your organization is socially responsible? Why or why not? What issues does your corporate leadership need to address in this area? To which global issues (chapter 10) is your organization consciously responding? Of which are they generally unconscious.

## **Week/Module #3: September 16**

### **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:**

[Assessing Your Perspective Taking](#)  
[Assessing Your Emotional Empathy](#)  
[Assessing Your Decision-Making](#)  
[Machiavellianism Scale](#)

***Platinum Rule* will be handed out and completed in class.**

**Group Discussion Questions - preparation for discussion – not turned in:**

*In Chapter 6 of their text Ferrell, Fraedrich and Ferrell discuss the major moral philosophies. To the best of your ability, describe your own approach to ethics. Draw from the major philosophical theories to support your statement.*

**Week/Module #4: September 23**

**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.
- determined how HR application of motivation theory may lead to unethical behavior.
- discussed the impact of rewards on motivation and ethical behavior.

**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](#)

**Group Discussion Questions - preparation for discussion – not turned in:**

*Bazerman and Tenbrunsel (2011)* link goal-setting with unethical behavior. They also discuss four additional barriers to ethical behavior in organizations. What do their findings tell you about (un)ethical behavior in your organization?

**Week/Module #5: October 30**

**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:**

Chapters 9 & 10 McShane & Von Glinow (2nd Edition)

Chapter 7 Ferrell, Fraedrich & Ferrell

**Required Self Assessments:**

Online Assessments for Chapters 9 and 10

**Group Discussion Questions - preparation for discussion – not turned in:**

*According to Ferrell/Fraedrich/Ferrell, Chapter 7, the actions of peers and top managers are better predictors of an individual's unethical behavior than are that individual's personal belief system or opportunity for engaging in unethical behavior. Does their research confirm your personal experience in organizations? Why or why not?*

## **Week/Module #6: October 7th**

### **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.
- 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**

1. McShane and Von Glinow, Chapters 12 & 13
2. Ferrell, Fraedrich & Ferrell, Chapters 8, & 9
3. Bennis, W. (2004). [It's culture, stupid. \*Executive Excellence\* \(21\) 11, 4-4.](#)

#### **Required Self Assessments:**

1. [Identifying Your Preferred Organizational Structure](#)
2. [Corporate Culture Preference Scale](#)

#### **Group Discussion Questions - preparation for discussion – not turned in:**

*After completing the assessments, reading McShane & Von Glinow, chapters 7, 12 & 13 and 4 in Ferrell/Fraedrich/Ferrell, describe your organization's structure. Is it the appropriate structure with which to carry out your organization's mission? How does the culture contribute to the organization's ethical environment? Is your leadership carrying out its responsibility in regards to the development of an ethics program in your organization?*

## **Week/Module #7: October 14th**

### **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. Current Event Analysis – Group Project Presentation 30 maximum points**

In teams, the students will choose and research a current event about an organization making news. Current Events will presented during Weeks 3, 4, 5 & 6. The team will assess the significance of the event in light of the concepts studied in class. They will:

Tell the story.

What is newsworthy about this story?

What ethical issues does the event raise?

Describe the organizations behavior and approach to ethics.

Discuss the impact on employees.

Discuss the impact on the business world.

Discuss the impact on society at large.

**Current Event Scoring Rubric:**

Criteria for Current Event 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.

The project report should follow the outline provided outline above.

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

30 points total



<b>Category</b>	<u>Excellent</u> 5 points	<u>Very Good</u> 4 points	<u>Good</u> 3points	<u>Fair</u> 2 points	<u>Poor</u> 1 points	<u>Unacceptable</u> 0 points
<b>1. Introduction (Organization)</b>	The introduction states the main topic and the main topic clearly relates to the content of the project. The introduction previews the structure of the project. 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 project. The introduction previews the structure of the project.	The introduction states the main topic and the topic clearly relates to the content of the project.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the project.	An attempt has been to introduce the project, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the project.
<b>2. Research (Scholarship)</b>	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
<b>3. Focus on Topic (Content)</b>	Project topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in both text books.	Project topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in one text book.	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.
<b>4. Grammar &amp; Spelling (Conventions)</b>	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

<b>5. Conclusion (Organization)</b>	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 strong, but wordy. 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 two sentences have been written to indicate that the project is complete.	There is no clear conclusion, the project just ends.
<b>6. Presentation (Delivery)</b>	All team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides.	All team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides. Some material is redundant across presenters	Most team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides. Some material is redundant across presenters	Most of the team members are well prepared but the team is not organized or cohesive. Multiple redundancies exist.	One or two of the team members are well prepared but the team is not organized or cohesive. Multiple redundancies exist.	Team members are not well prepared. Members do not demonstrate clear knowledge of the topic and read from the slides.

**2. Paper - Am I a good fit with my organization?**

**50 maximum points**

Due no later than 6:30 PM on the night class meets during Week 5, 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

<b>Category</b>	<u>Excellent</u> 10 points	<u>Very Good</u> 9 points	<u>Good</u> 8 points	<u>Fair</u> 7 points	Poor 6 points	<u>Unacceptable</u> 5 points or less
<b>1. Introduction (Organization)</b>	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.
<b>2. Focus on Topic (Content)</b>	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.

<b>3. Grammar &amp; Spelling (Conventions)</b>	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 .
<b>4. Accuracy of Concepts (Content)</b>	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.
<b>5. Conclusion (Organization)</b>	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.

### 3. Final Group Project/Presentation – Case Analysis

**35 maximum points**

Presented in Class Week 7: Choice of Case due by the beginning of Week 3. 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. What ethical issues are of primary importance to this organization?

3. Based on material presented in the case and in your research, how would you describe the ethical approach and behavior of the organization and its leadership?
  - a) Describe the institutional ethics program.
  - b) Describe the formal approaches to social responsibility.
  - c) What moral philosophy does leadership follow?
4. How has their approach to ethics and social responsibility impacted profitability?
5. Is the organization in alignment with its articulated mission and values?

**Final Project Scoring Rubric:**

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.

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.

35 points total

<b>Category</b>	<u>Excellent</u> 5 points	<u>Very Good</u> 4 points	<u>Good</u> 3points	<u>Fair</u> 2 points	Poor 1 points	<u>Unacceptable</u> 0
<b>1. Introduction (Organization)</b>	The introduction states the main topic and the main topic clearly relates to the content of the project. The introduction previews the structure of the project. 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 project. The introduction previews the structure of the project.	The introduction states the main topic and the topic clearly relates to the content of the project.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the project.	An attempt has been to introduce the project, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the project.

<b>4. Research (Scholarship)</b>	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 included	Reference list contains less than one reference per number of team members
<b>3. Focus on Topic (Content)</b>	Project topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in both text books.	Project topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in one text book.	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.
<b>4. Grammar &amp; Spelling (Conventions)</b>	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
<b>5. Accuracy of Concepts (Content)</b>	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.

<b>6. Conclusion (Organization)</b>	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 strong, but wordy. 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 indicate that the project is complete.	There is no clear conclusion, the project just ends.
<b>7. Presentation (Delivery)</b>	All team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides.	All team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides. Some material is redundant across presenters	Most team members are prepared, demonstrate knowledge of the topic and are able to present without reading from the slides. Some material is redundant across presenters	Most of the team members are well prepared but the team is not organized or cohesive. Multiple redundancies exist.	One or two of the team members are well prepared but the team is not organized or cohesive. Multiple redundancies exist.	Team members are not well prepared. Members do not demonstrate clear knowledge of the topic and read from the slides.

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

Paper – Due Week 5  
Team Current Event Analysis (due date will vary)  
Team Case Study Research – Due Week 7  
Participation  
Team Member Evaluation

maximum 50 points  
maximum 30 points  
maximum 35 points  
maximum 10 points  
maximum 10 points

TOTAL

Maximum 135 points

127-135     A  
122-126     A-  
119-121     B+  
113-118     B  
108-112     B-  
105-107     C+

100-104      C  
Less than 100 is a failing grade

### **Course Grading:**

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

### **Course Polices:**

#### **Attendance**

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed with only a 2 point deduction in participation points as long as all readings and assignments are made up by the student within a reasonable time period (the following class session). Missing a second class session is allowed only in unusual circumstances by prior arrangement and will result in 4 additional points deducted from the participation points. 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 three classes 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. We will start the class on time and will expect you to be there.

#### **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](http://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.

## **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/ada>.

## **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](http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)

## **Suggested Online Resources**

North Park University Writing Center  
[www.npuwritingcenter.com](http://www.npuwritingcenter.com)

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

APA Online  
[www.apastyle.org](http://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.