

DEPARTMENT OF MANAGEMENT, MARKETING & INFORMATION SYSTEMS  
**School of Business**  
**Andrews University**  
Berrien Springs, MI 49104

**S Y L L A B U S**

**COURSE:** BSAD 515--Organizational Behavior

**PREREQUISITE:** BSAD 355—Management and Organization

**SEMESTER HOURS:** Three

**CLASS SCHEDULE:** December 6 - 20, 2009  
*Sunday*, 9:30 – 4:30p.m.  
*Monday - Thursday*, 6:00 – 9:30p.m.

**University of the Southern Caribbean**  
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**INSTRUCTOR:** José R. Goris, Ph.D.  
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**LEARNING MATERIALS**

**Textbook:**

Robbins, Stephen P. and Judge, Timothy A. (13<sup>th</sup> Edition, 2009). Organizational Behavior (including Self-Assessment Library). New Jersey: Prentice Hall.  
[http://wps.prenhall.com/bp\\_robbins\\_ob\\_13/](http://wps.prenhall.com/bp_robbins_ob_13/)

**Reading Book:**

Wheatley, Margaret J. (2006). Leadership and the New Science. San Francisco: Berrett-Koehler Publishers. ISBN = 9781576753446.  
<http://www.bkconnection.com/ProdDetails.asp?ID=9781576753446>

**Course Web Site:**

<http://d2l.andrews.edu>

## Articles:

Amason, Allen C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. The Academy of Management Journal, Vol. 39:1, 123-148.

Amis, John, Slack, Trevor, and Hinings, C. R. (2004). The pace, sequence, and linearity of radical change. Academy of Management Journal, Vol. 47:1, 15-39.

Ashkanasy, Neal M. and Daus, Catherine S. (2002). Emotion in the workplace: The new challenge for managers. Academy of Management Executive, Vol. 16:1, 76-86.

Barsade, Sigal G. and Gibson, Donald E. (February, 2007). Why does affect matter in organizations? Academy of Management Perspectives, 36-59.

Bolino, Mark C., Turnley, William H., and Bloodgood, James. M. (2002). Citizenship behavior and the creation of social capital in organizations. Academy of Management Review, Vol. 27:4, 505-522.

Byrne, John A. et al. (April 1, 1991). *CEO disease*. Business Week, 52-60.

Chang, Artemis; Bordia, Prashant; and Duck, Julie. [2003]. Punctuated equilibrium and linear progression: Toward a new understanding of group development. Academy of Management Journal, Vol. 46:1, 106-117.

Cropanzano, Russell; Bowen, David E.; and Gilliland, Stephen W. (2007). The management of organizational justice. Academy of Management Perspectives, Vol. 21:4, 34-48.

Detert, James R. and Burris, Ethan R. (2007). Leadership behavior and employee voice: Is the door really open? Academy of Management Journal, Vol. 50:4, 869-884.

Douglas, Scott C. and others. (2008). Cognitions, emotions, and evaluations: An elaboration likelihood model for workplace aggression. Academy of Management Review, Vol. 33:2, 425-451.

Ford, Jeffrey D. and Ford, Laurie W. (July 1995). The role of conversations in producing change in organizations. The Academy of Management Review, Vol. 20:3, 541-558.

Ford, Jeffrey D.; Ford, Laurie W.; and D'Amelio, Angelo. (2008). Resistance to change: The rest of the story. Academy of Management Review, Vol. 23:2, 362-377.

Goodman, Paul S. and Rousseau, Denise M. (2004). Organizational change that produces results: The linkage approach. The Academy of Management Executive, Vol. 18:3, 7-19.

Goris, José R. (2007). Effects of satisfaction with communication on the relationship between individual-job congruence and job performance/satisfaction. Journal of Management Development, Vol. 26:8, 737-752.

Goris, José R.; Vaught, Bobby C.; Pettit Jr., John D. [October 2000]. Effects of Communication Direction on Job Performance and Satisfaction: A Moderated Regression Analysis. The Journal of Business Communication, Vol. 37:4, 348-368.

Harrison, David A. and others. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and times sequences. Academy of Management Journal, Vol. 49:2, 305-325.

Hazen, Mary Ann. (August 2008). Grief and the workplace. Academy of Management Perspectives, 78-86.

Jehn, Karen A. and Mannix, Elizabeth A. [2001]. The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. Academy of Management Journal, Vol. 44:2, 238-251.

Kalleberg, Arne L. (2008). The mismatched worker: When people don't fit their jobs. Academy of Management Perspectives, Vol. 22:1, 24-40.

Kiley, David and Helm, Burt. (September 28, 2009). The great trust offensive. Business Week, pp. 38-42.

Kirkman, Bradley L. and others. (2002). Five challenges to virtual team success: Lessons from Sabre, Inc. Academy of Management Executive, Vol. 16:3, 67-79.

Leana, Carrie R. and Barry, Bruce. (2000). Stability and change as simultaneous experiences in organizational life. Academy of Management Review, Vol. 25:4, 753-759.

Lindebaum, Dirk. (2009). Rhetoric or remedy? A critique on developing emotional intelligence. Academy of Management Learning & Education, Vol. 8:2, 225-237.

Lubit, Roy. [2002]. The long-term organizational impact of destructively narcissistic managers. Academy of Management Executive, Vol. 16:1, 127-138.

Lunsford, J. Lynn and Squeo anne Marie. (August 27, 2003). Shuttle Probe Faults NASA For Relying on Contractors. The Wall Street Journal.

Luscher, Lotte S. (2008). Organizational change and managerial sensemaking: Working through paradox. Academy of Management Journal, Vol. 51:2, 221-240.

Malhotra, Arvind; Majchrzak, Ann; and Rosen, Benson. (February 2007). Leading virtual teams. Academy of Management Perspectives, 60-70.

Mason, Richard. (2004). Lessons in Organizational Ethics from the Columbia Disaster: Can a Culture be Lethal? Organizational Dynamics, Vol. 33, No. 2, 128-142.

Masterson, Suzanne S. and others. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. Academy of Management Journal, Vol. 43:4, 738-748.

- Mayer, Roger C., Davis, James H., and Schoorman, F. David. (1995). An integrative model of organizational trust. Academy of Management Review, Vol. 20:3, 709-734.
- Mintzberg, Henry. (August 17, 2009). What managers really do. The Wall Street Journal, p. R2.
- Oh, Hongseok; Chung, Myung-Ho; and Labianca, Giuseppe. (2004). Group social capital and group effectiveness: The role of informal socializing ties. The Academy of Management Journal, Vol.47:6, 860-875.
- Olson-Buchanan, Julie B. and Boswell, Wendy R. (2008). An integrative model of experiencing and responding to mistreatment at work. Academy of Management Review, Vol. 33:1, 76-96.
- Ordoñez, Lisa; Schwitzer, Maurice; Galinsky, Adam; and Bazerman, Max. (February 2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting. Academy of Management Perspectives, 6-16.
- Perrewé, Pamela L. and others. (2004). Neutralizing job stressors: Political skill as an antidote to the dysfunctional consequences of role conflict stressors. Academy of Management Journal, Vol. 47:1, 141-152.
- Reay, Trish; Golden-Biddle, Karen; and Germann, Kathy. (2006). Legitimizing a new role: Small wins and microprocesses of change. Academy of Management Journal, Vol. 49:5, 977-998.
- Rubin, Robert S. & Dierdorff, Erich C. (2009) How relevant is the MBA? Assessing the alignment of required curricula and required managerial competencies. Academy of Management Learning & Education, Vol. 8:2, 208–224.
- Schwartz, John and Wald, Matthew L. (August 26, 2003). Final Shuttle Report Cites ‘Broken Safety Culture’ at NASA. New York Times.
- Seo, Myeong-Gu and Barrett, Lisa F. (2007). Being emotional during decision making—good or bad? An empirical investigation. Academy of Management Journal, Vol. 50:4, 923-940.
- Simpson, Ruth. (2006). Masculinity and management education: Feminizing the MBA. Academy of Management Learning & Education, Vol. 5:2, 182-193.
- Tan Hwee H. and Tan, Christy S. (2000). *Toward the differentiation of trust in supervisor and trust in organization*. Genetic, Social, and General Psychology Monographs, Vol. 126:2, 241-260.
- Tepper, Bennett J. and Taylor, Edward C. (2003). Relationships among supervisors’ and subordinates’ procedural justice perceptions and organizational citizenship behaviors. Academy of Management Journal, Vol. 46:1, 97-105.
- Thompson, Leigh. (2003). Improving the creativity of organizational work groups. Academy of Management Executive, Vol. 17:1, 96-109.

Tyler, Tom R. and Blader, Steven L. (2005). Can businesses effectively regulate employee conduct? The antecedents of rule following in work settings. Academy of Management Journal, Vol. 48:6, 1143-1158.

Whitener, Ellen M.; Brodt, Susan E.; Korsgaard, M. Audrey; Werner, Jon M. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. Academy of Management Review, Vol. 23:3, 513-530.

Williams, Michelle. (2007). Building genuine trust through interpersonal emotion management: A threat regulation model of trust and collaboration across boundaries. Academy of Management Review, Vol. 32:2, 595-621.

Wilson, Neal C. (January 1, 1987). The loss of Harris Pine Mills. Adventist Review, 6-8.

Zhou, Jing and George, Jennifer M. (August 2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. Academy of Management Journal, Vol. 44:4, 682-696.

## **COURSE DESCRIPTION**

Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision making, communication, group processes, diversity, organization change, self-awareness, and stress management. A research paper and case analyses are required. Prerequisite: BSAD355

## **GENERAL OBJECTIVE**

This course helps students understand and manage human behavior in organizations.

## **SPECIFIC OBJECTIVES**

Course activities will provide for students to be able:

1. To weight the relevance of OB in management practice.
2. To identify and explore individual factors, including perception, personality, motivation, emotions, attitudes, self-awareness, values, and diversity, which may influence individual and group behavior in organizations.
3. To point out and discuss how certain organizational processes, including leadership, decision-making, communication, conflict, organizational culture, and change, may influence individual and group behavior.
4. To identify and analyze personal biases and how they may influence individual and group behavior in organizations.
5. To apply analytical and problem-solving skills in the utilization of organizational behavior knowledge to work-related conflicts, opportunities, and challenges.
6. To identify and apply managerial principles and concepts that may favorably influence individual motivation, organizational commitment, job performance, job satisfaction, and other desirable individual, group, and organizational outcomes.
7. To associate current OB body of knowledge with historical, biblical literature.
8. To continue having a learning experience regarding OB issues and their practical implications in the workplace.

## PROCEDURES AND REQUIREMENTS

1. **Class Participation**—Students should come to class well prepared, having read the material assigned. They are encouraged to ask their questions, make comments, and participate in discussions. When you are absent, late or leave the classroom during class sessions, you are not participating properly, regardless of how involved you may be when present.
2. **Attendance**—Class attendance is required. *Two tardies are equal to one absence.* Students arriving to class 15 or more minutes late are counted absent. University policy will be followed when students miss more than 10% of their class appointments. They may be awarded a failing grade for their absences. For more information, please see page 30 of the *2009-2010 Andrews University Bulletin*.
3. **Appendix A: Research in Organizational Behavior**—Students are to read Appendix A of the textbook, pp. 658-664, and write a two-page, double-spaced, summary highlighting the main issues presented and discussed. (Margins: top, bottom, left, right = 1”; Font Size = 12). **This summary is due on Monday, December 7, 2009**, at the beginning of the class period (6:00-6:10pm). *This is an individual assignment, not a group project.*
4. **Article Assignment**—In consultation with the instructor, groups of two/three students will be organized and each group will study and present two of the articles listed in this syllabus (see pages 2-5 & 14). The guidelines for oral presentation and discussion are exhibited below.
  - a. Use 30-35 minutes.
  - b. All relevant OB issues introduced and presented in the article read should be identified & described and their practical implications explained and illustrated. *See evaluation sheet (last page of this syllabus) for additional information.*
  - c. A one page, double-spaced, summary of the article should be prepared and distributed to classmates.
  - d. Students should avoid reading their article during presentation; however, portions of it may be read only for emphasis purposes.
  - e. Presenters are required to engage classmates in the discussion of the article. They should proactively plan to accomplish this requirement. Be creative when preparing and making your presentation. Use of PowerPoint and/or any other appropriate technology is recommended.
5. **Book Review (Reading Book)**—Each student will read the book entitled *Leadership and the New Science* by Margaret Wheatley (see first page of this syllabus). A 6-to-7 page, double-spaced, report is to be submitted to the instructor at 9:30a.m. on Sunday, December 20, 2009. The report should include the following two sections.

### Part I: Book Summary

(In this section you should identify and describe ALL of the main OB and management lessons—OB/management concepts and principles—you learned from the book read. You may use 3 to 4 pages for this section)

## Part II: Application

(In this section you should identify the MOST IMPORTANT LESSON YOU LEARNED FROM the book and proceed to describe how you plan to apply it—your action plan—in your personal life. You may use from 2 to 3 pages to accomplish this)

Your report, the two parts described above together, shouldn't have more than 7 pages (and a minimum of 6), as previously indicated. Also, your document should be formatted following the guidelines listed below.

Margins: top, bottom, left, right = 1"

Font Size = 12

6. **Cases and Point/Counterpoint Situations**—Some of the cases and point/counterpoint situations listed on page 11 of this syllabus will be introduced and discussed during regular class periods and/or through the “Discussions” tool provided by D2L.
7. **Examinations**—Two examinations will be administered. They will consist of a mix of objective and essay questions.
8. **Self Assessment Project**—Each student will complete and present the results of the self-assessment instruments listed on page 11 of this syllabus. The document should include the student's personal interpretation and application of the results regarding the various instruments. This assignment is due at 6:00p.m. on Thursday, December 17, 2009.
9. **Deadlines**—Deadlines **MUST BE MET!** This is part of a manager's responsibility. **Missed activities** (cases, exercises, point/counterpoint situations, etc.) **WILL NOT be made up.** Assignments are due at the beginning, first 10 minutes, of the class time for which they have been scheduled.
10. **Honesty and Integrity**—Andrews University, as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. The University and your instructor take breaches in academic integrity principles seriously. Acts of academic dishonesty as described in the University Bulletin (for more information, please see page 30) are subject to incremental disciplinary penalties with redemptive intent.

To escape involvement in academic dishonesty in this course, you should avoid, *among other things*, the following:

- a. Presenting another's work as your own;
- b. Falsifying attendance records (for example, signing the attendance sheet for another student);
- c. Copying from another student during a regular test;
- d. Using materials and equipment during an examination other than those specifically allowed by the instructor;
- e. Assisting another in acts of academic dishonesty;
- f. Plagiarizing, which includes copying others' published work, and/or failing to

- give credit properly to other authors and creators;
- g. Reporting unsubstantiated information in class activities and assignments requiring substantiated information.
11. **Food and Drink**—No food or drink, other than water, is to be taken into the classroom.
12. **Electronic Devices**—Cell phones and Walkman-like units are to be turned off during class time.
13. **American Disabilities Act**—If you qualify for accommodations under the *American Disabilities Act*, please see your instructor as soon as possible for referral and assistance in arranging such accommodations.
14. **Challenging Final Course Grades**—Students will have until Friday, April 30, 2010, to identify and notify errors in reported class grades to the instructor. After this date, all rights are forfeited. *The grades are final!*

## EVALUATION

The course grade will be based upon the following criteria:

Class activities & participation* . . . . .	30%
Book Review . . . . .	15%
Examination No. 1 . . . . .	30%
Examination No. 2 (Including Self Assessment) . .	<u>25%</u>
<b>TOTAL</b> .....	<b><u>100%</u></b>

**\*Class activities and participation** = Attendance\*\* + Appendix A Summary + Article Presentations + Cases + Exercises + Questions + Comments + Suggestions + Etc.

\*\*Attendance: 2% per absence is lost. After 2 absences, a student may receive an F in this course.

### Grading Scale:

A	= 93 – 100	C+	= 73 - 76
A-	= 89 – 92	C	= 69 - 72
B+	= 85 – 88	C-	= 65 - 68
B	= 81 – 84	D	= 56 - 64
B-	= 77 – 80	F	= Below 56

## COURSE TOPICS

1. What is organizational behavior? (1)\*
2. Foundations of individual behavior (2)
3. Attitudes and job satisfaction (3)
4. Personality and values (4)
5. Perception and individual decision making (5)
6. Motivation (6 & 7)
7. Emotions and moods (8)
8. Foundations of group behavior (9)
9. Understanding work teams (10)
10. Communication (11)
11. Leadership (12 & 13)
12. Power and politics (14)
13. Conflict and negotiation (15)
14. Organizational culture (17)
15. Organizational change and stress management (19)

*\*Number in parenthesis is chapter in text by Robbins & Judge*

## **CASES\***

1. Albertsons Works on Employee Attitudes. 3:95\*
2. Is goal-setting manipulation? 6:205
3. The rise and fall of Carly Fiorina. 4:130
4. The Memo. 7:212 (9th edition)
5. When the perks fade. 7:252 (12th edition)
6. Abusive customers cause emotions to run high. 8:276
7. Pressure to be a team player. 10:342
8. A virtual team. 10:360 (12th edition)
9. Dianna Abdala. 11:378
10. Moving from colleague to supervisor. 12:406
11. Damned if You Do; Damned if You Don't. 13:389 (10<sup>th</sup> edition)
12. Ethical leadership or would you work here? 13:461 (12th edition)
13. "God will provide." (Case provided by instructor)
14. "The loss of Harris Pine Mills" by Neal C. Wilson, [January 1, 1987]. *Adventist Review*.

*\*Chapter and page number in textbook by Robbins & Judge*

## **POINT→←COUNTERPOINT SITUATIONS = [P/C]**

1. Money motivates! 6:215 (12th edition)
2. Failure motivates. 6:204
3. Keep leaders on a short leash. 13:439
4. Conflicts benefit organizations. 15:508
5. Managing change is an episodic activity. 19:650

## **SELF-ASSESSMENT INSTRUMENTS**

1. My Jungian 16-type personality.
2. How well do I handle ambiguity?
3. What do I value?
4. How confident am I in my abilities to succeed?
5. How sensitive am I to equity differences?
6. What's my decision-making style?
7. What's my emotional intelligence score?
8. How good are my listening skills?
9. What's my leadership style?
10. What's my preferred type of power?
11. How good am I at playing politics?
12. What's my preferred conflict-handling style?
13. How motivated am I to manage?
14. How well do I respond to turbulent change?

## OB--Course Outline\*

*Trinidad, December 2009*

Date	Chapter**/Topic	Articles/Cases/Etc.
Sunday Dec. 6	<p><b>Introduction:</b> Who? Why? What? How? Where?</p> <p>1: What is organizational behavior?</p> <p>2: Foundations of individual Behavior</p>	<p><b>Communication issues</b></p> <p><b>Group issues</b></p> <p><b>Article:</b> <i>Masculinity and management education...</i> by Simpson (ALL!)</p> <p><b>Article:</b> <i>How relevant is the MBA?</i> By Rubin &amp; Dierdorff (ALL!)</p> <p><b>Article:</b> <i>What managers really do</i>, by Mintzberg (ALL!)</p>
Monday Dec. 7	<p>3: Attitudes and job satisfaction</p> <p>4: Personality and values</p>	<p><b>Appendix A Summary</b> is due</p> <p><b>Article:</b> <i>The management of organizational justice</i>, by Cropanzano _____</p> <p><b>Article:</b> <i>How important are job attitudes?</i> by Harrison _____</p> <p><b>Case:</b> Albertsons Works on Employee Attitudes, p. 95</p>
Tuesday Dec. 8	<p>5: Perception and individual decision making</p> <p>8: Emotions and moods</p>	<p><b>Article:</b> <i>Emotion in the workplace...</i> by Ashkanasy &amp; Daus _____</p> <p><b>Article:</b> <i>Grief and the workplace...</i> by Hazen _____</p> <p><b>Haney's exercise</b> (Handout)</p> <p><b>Case:</b> The Loss of Harris Pines by Wilson (ALL)</p>
Wednesday Dec. 9	<p>6 &amp; 7: Motivation</p>	<p><b>Article:</b> <i>When job dissatisfaction leads to creativity</i> by Zhou &amp; George _____</p> <p><b>Article:</b> <i>Goals gone wild...</i> by Ordóñez and others _____</p> <p><b>Case:</b> The Memo (9<sup>th</sup> ed.), p. 212</p> <p>P/C: Failure motivates, p. 204</p>
Thursday Dec. 10	<p>9 &amp; 10: Groups &amp; teams</p>	<p><b>Article:</b> <i>Five challenges to virtual team success</i> by Kirkman _____</p> <p><b>Article:</b> <i>Group social capital and group effectiveness</i> by Oh &amp; others _____</p> <p><b>Case:</b> A virtual team (12<sup>th</sup> ed.), p.360</p>
Sunday Dec. 13	<p><b>Examination No. 1</b></p> <p>11: Communication</p>	<p><b>Article:</b> <i>Effects of satisfaction with communication...</i> by Goris _____</p>
Monday Dec. 14	<p>12 &amp; 13: Leadership</p>	<p><b>Article:</b> <i>Toward the differentiation of trust...</i> by Tan &amp; Tan _____</p> <p><b>Article:</b> <i>The great trust offensive</i> by Kiley &amp; Helm _____</p> <p><b>P/C:</b> Keep leaders on a short leash. 13:439</p>
Tuesday Dec. 15	<p>14: Power and politics</p> <p>15: Conflict and negotiation</p>	<p><b>Article:</b> <i>CEO disease</i> by Byrne _____</p> <p><b>Article:</b> <i>Distinguishing the effects of functional and dysfunctional conflict...</i> by Amason _____</p> <p><b>Case:</b> Damned if you do... (10<sup>th</sup> ed.), p.389</p> <p>P/C: Conflict benefit organizations, p. 508</p>
Wednesday Dec. 16	<p>15: (Cont.)</p> <p>17: Organizational culture</p>	<p><b>Article:</b> <i>Neutralizing job stressors...</i> by Perrewé and others _____</p> <p><b>Article:</b> <i>Can a culture be lethal?</i> By Mason _____</p> <p><b>Case:</b> "God will provide" (Handout)</p>

Thursday Dec. 17	19: Change and stress management	<p><b>Article:</b> <i>The role of conversations in producing change in organizations</i> by Ford &amp; Ford</p> <hr/> <p><b>Article:</b> <i>Organizational change that produces results...</i> by Goodman &amp; Rousseau</p> <hr/> <p><b>Article:</b> <i>Resistance to change: the rest of the story</i>, by Ford, Ford, &amp; D'Amolio</p> <hr/> <p><b>P/C:</b> Managing change is an episodic activity. 19:650</p> <p><b>Self Assessment Project is due</b></p>
Sunday Dec. 20	<p>Book Review is due</p> <p><b>Review and Examination No. 2</b></p>	

\*Course outline may be adjusted as deemed necessary by the instructor  
\*\*Chapters listed in second column above are from text by Robbins & Judge

## BSAD515—Organizational Behavior

Articles to Be Presented

Title	Students
1. The management of organizational justice	
2. How important are job attitudes?	
3. Emotion in the workplace: The new challenge for managers	
4. Grief and the workplace	
5. When job dissatisfaction leads to creativity	
6. Goals gone wild	
7. Five challenges to virtual team success	
8. Group social capital and group effectiveness	
9. Effects of satisfaction with communication	
10. Toward the differentiation of trust in supervisor and trust in organization	
11. The great trust offensive	
12. CEO disease	
13. Distinguishing the effects of functional and dysfunctional conflict on strategic decision making	
14. Neutralizing job stressors	
15. Can a culture be lethal?	
16. The role of conversations in producing change in organizations	
17. Organizational change that produces results: The linkage approach	
18. Resistance to change: the rest of the story	
19.	
20.	

**BSAD515—Organizational Behavior**  
**Article Presentation & Discussion**

**Evaluation Criteria**

Names: \_\_\_\_\_

Article: \_\_\_\_\_

Date: \_\_\_\_\_

Item	All	Most	Some	Few	Very Few	Comments
	5	4	3	2	1	
1. All OB issues highlighted by article were clearly identified and described.						
2. All OB/management lessons to be learned from the issues in the article were clearly identified and described.						
3. All OB/management applications of the lessons to be learned from the article were identified, described, and illustrated.						
4. All classmates were effectively engaged in the presentation & discussion of the article.						
5. All PP presentation slides (or similar technology) were properly prepared and used (readability—font size, amount of text, colors, etc.).						
6. All time available (30-35 minutes) was properly used.						
7. All students received a one-page summary of the article.						
8. Student(s) read most of the material presented.						