HRIR3041, Section 001
The Individual and the Organization (2 credits)
Fall 2013 (Term A)

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Jennifer L. Schultz, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE ADDRESS:</td>
<td>University of Minnesota</td>
</tr>
<tr>
<td></td>
<td>Carlson School of Management</td>
</tr>
<tr>
<td></td>
<td>330-B (mailbox in 3-300)</td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>Tuesdays 9:40-11 and by appointment</td>
</tr>
<tr>
<td>CONTACT:</td>
<td><a href="mailto:SCHUL895@umn.edu">SCHUL895@umn.edu</a></td>
</tr>
<tr>
<td>TEACHING ASSISTANT:</td>
<td>Ted Bauer</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:BAUER668@umn.edu">BAUER668@umn.edu</a></td>
</tr>
</tbody>
</table>

Class Meetings:
Tuesdays and Thursdays, 8:00 – 9:40 AM
September 3rd – October 17th
CSM 2-213

Required Resources:


Class resources will also be supplemented with articles from business publications, the internet, and other sources. Additional reading (in the form of independent research) will be required to complete assignments.

Course Catalog Description:
Focus on factors influencing individual work performance. Includes motivation, perceptual differences, career choice, psychological contracts, assumptions about workers/work, leadership/management, learning/skill development, openness to change. Examines evidence on current trends.

Course Goals:
- To increase your awareness and understanding of critical theories and issues on individual behaviors in the field of organizational behavior.
- To offer valid insights on the individual behaviors that impact individual or organizational performance.
- To provide you with a set of skills needed to manage and improve individual work performance.

Learning Objectives:
Upon completion of this course, you will be able to
- Demonstrate an understanding of the fundamentals of human behavior in organizations by defining the purpose and nature of the field of organizational behavior.
• Evaluate the ability of different theories to explain organizational problems by applying knowledge about individual behaviors to real organizational settings in team projects.

**Student Learning Outcomes:**

1. Can identify, define, and solve problems
   - Identify, define, and analyze a specific OB topic or human relations managerial problem

2. Can locate and critically evaluate information
   - Be able to explain behavior from a theoretical and pragmatic perspective and apply this knowledge to organizational settings

3. Have mastered a body of knowledge and a mode of inquiry
   - Have a working knowledge of the principles and practices of OB
   - Understand the significance of OB and have a basic understanding of OB theories and issues at the individual level

4. Understand diverse philosophies and cultures within and across societies

5. Can communicate effectively

6. Understand the role of creativity, innovation, discovery, and expression across disciplines
   - Understand, review, and critique an in-depth original OB research project

7. Have acquired skills for effective citizenship and life-long learning.
   - Contribute to a learning community

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>UMN SLO</th>
<th>Quizzes</th>
<th>In-Class Assignments</th>
<th>TA Assignment</th>
<th>Final Exam</th>
<th>OB Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify, define, and solve problems</td>
<td>SLO1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify, define, and analyze a specific OB topic or human relations managerial problem</td>
<td>SLO1b</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can locate and critically evaluate information</td>
<td>SLO2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be able to explain behavior from a theoretical and pragmatic perspective and apply this knowledge to organizational settings</td>
<td>SLO2b</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have mastered a body of knowledge and a mode of inquiry</td>
<td>SLO3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a working knowledge of the principles and practices of OB</td>
<td>SLO3b</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Understand the significance of OB and have a basic understanding of OB theories and issues at the individual level</td>
<td>SLO3c</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Understand diverse philosophies and cultures within and across societies</td>
<td>SLO4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can communicate effectively</td>
<td>SLO5</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Understand the role of creativity, innovation, discovery, and expression across disciplines</td>
<td>SLO6</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understand, review, and critique an in-depth original OB research project</td>
<td>SLO6b</td>
<td></td>
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<tr>
<td>Have acquired skills for effective citizenship and life-long learning.</td>
<td>SLO7</td>
<td>X</td>
<td></td>
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<tr>
<td>Contribute to a learning community</td>
<td>SLO7b</td>
<td>X</td>
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</table>

**Pedagogy/Methods:**

A variety of methods, with an emphasis on those listed below, will be used to facilitate realization of the objectives and intended outcomes above:

- **Required reading:** On average, you should expect to read 20-30 pages per week and take a quiz in Moodle before attending class.
- **Spirited debate of relevant topics:** You will be expected to participate in class discussions, articulating, defending, and rebutting positions on key issues in OB.
- **Poster:** This poster assignment will focus on an in-depth OB topic. It must be completed individually, original, and presented to the entire class. This assignment also includes a peer-review requirement—student roles will be as reviewer and reviewee.

### Assignments:

<table>
<thead>
<tr>
<th>Grade Component/Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>OB Project</td>
<td>TBD</td>
<td>2,000</td>
<td>20%</td>
</tr>
<tr>
<td>OB Poster</td>
<td>October 15(^{th})</td>
<td>3,000</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Varies (8 quizzes)</td>
<td>1,500</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>Varies (11 assignments)</td>
<td>1,500</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>October 17(^{th})</td>
<td>2,000</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>10,000</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topic Area</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| September 3\(^{rd}\) | Syllabus Overview  
Introduction to OB | In-class Assignment #1  
(Student profile) |
| September 5\(^{th}\) | Diversity | Quizzes (Chapters 1 & 2)  
In-class Assignment #2 |
| September 10\(^{th}\) | Attitudes | Quiz (Chapter 3)  
In-class Assignment #3 |
| September 12\(^{th}\) | Job Satisfaction | In-class Assignment #4 |
| September 17\(^{th}\) | Emotions and Moods | Quiz (Chapter 4)  
In-class Assignment #5 |
| September 19\(^{th}\) | Personality | Quiz (Chapter 5)  
In-class Assignment #6 |
| September 24\(^{th}\) | Values | In-class Assignment #7  
(Mid-term Evaluation) |
| September 26\(^{th}\) | Perception | Quiz (Chapter 6)  
In-class Assignment #8 |
| October 1\(^{st}\)  | Individual Decision Making | In-class Assignment #9 |
| October 3\(^{rd}\) | Motivation Theory | Quiz (Chapter 7)  
In-class Assignment #10 |
| October 8\(^{th}\) | Motivation Application | Quiz (Chapter 8)  
In-class Assignment #11 |
| October 10\(^{th}\) | Work Day | Poster Due |
| October 15\(^{th}\) | Poster Presentations | Final Exam |
| October 17\(^{th}\) | Final Exam | Final Exam |

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UNIVERSITY OF MINNESOTA POLICIES

Student Conduct Code:  
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:  
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:  
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf ) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g.,
whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Mandatory Attendance Policy**

The mandatory attendance policy requires students to attend the first class meeting for all registered courses unless they have obtained instructor approval (or department's approval, if appropriate). Each student must make those arrangements in advance of the first class session. Students who have failed to do so are in jeopardy of losing their seat. Additional information can be found at:

[http://policy.umn.edu/Policies/Education/Education/MANDATORYFIRSTCLASS.html](http://policy.umn.edu/Policies/Education/Education/MANDATORYFIRSTCLASS.html)

Students are not permitted to attend courses for which they are not registered.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

[http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html)

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

[http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

**Grading and Transcripts:**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Represents achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the</td>
</tr>
</tbody>
</table>
course requirements.

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.
**Academic Freedom and Responsibility**: (for courses that do not involve students in research)

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".
CARLSON SCHOOL OF MANAGEMENT POLICIES

CSOM Classroom Etiquette Guidelines:
As the CSOM honor code stipulates, the Carlson School recognizes several core tenets valued by the community: Respect, Integrity, Leadership, and Individual responsibility.

As a student, it is important to exemplify and model these values. We wish to highlight a few issues particular to classroom etiquette. The examples provided are not all exclusive and students must exercise judgment as to what constitutes respect, integrity, leadership, and individual responsibility.

The academic rigor of the Carlson School community demands that the environment of the classroom be conducive to learning. Because norms vary from one institution to another and individuals vary in their perception of what constitutes an appropriate learning environment, student leaders of the Carlson School community have partnered with faculty and administration in defining what specific guidelines for student behavior should exist in the Carlson School community. Individual faculty members may have additional requirements or conditions within their specific classes. Carlson School students will be expected to understand and adhere to the following guidelines for their participation and behavior in respect to the classroom environment:

Class Attendance:
Students are expected to attend all sessions unless professors set different expectations in the class syllabus. Failure to attend the first class session may result in losing one's seat in the course. If circumstances arise that a student cannot attend class, the student should notify the professor in advance. Should a student be unable to avoid missing a class session, it is the student's responsibility to obtain materials and notes covered in class that day, to make up tests, and to turn in homework as required. Students should not expect professors to go over the material with them individually.

Punctuality:
Students are expected to arrive for class on time in order to show respect for both the professor and the other students in the class. It is the professor's prerogative to establish guidelines and protocol for those arriving late. If faculty members provide a break during the class, students should take only the time allotted by the faculty member. Acknowledging that there are sometimes factors beyond one's control that will result in arriving late to class, students arriving after the class is in session should wait until the end of class to get any handouts or course materials passed out before or during class. Similarly, students should wait until the end of class to hand in required assignments, unless the instructor has set out other specific instructions for the timing of turning in assignments.

Exiting and Entering:
Students are expected to remain in the classroom for the duration of the class. If a student must depart early due to unavoidable circumstances, the student should inform the instructor before class. In cases of illness, emergency, or personal comfort, individual best judgment should be used when choosing to exit and enter the classroom.
Classroom Decorum: Students should demonstrate respect for both the professor and for fellow students during the class period. As in a professional conference or formal business meeting, students are expected to refrain from potentially distracting behaviors such as eating during class, using laptops and other electronic devices to instant message, or holding side conversations. Students are asked to turn cell phones off during all classes and special events. It is the prerogative of each faculty member to set the tone for his or her class, and faculty members may set different standards, if they so choose. Faculty members will dismiss the class at the conclusion of each session. Students should avoid packing up materials while a faculty member is speaking, regardless of the time. Preparation for class should be done outside of class time. Students should refrain from reading assigned materials and materials for other classes, magazine articles, and other materials during lectures. Guest speakers are an integral part of the Carlson School’s tradition of experiential learning and students are ambassadors and representatives of the program and without exception must adhere to classroom decorum policies during interactions with guest lecturers. Unless stated otherwise by a professor or the speaker, all sessions led by guests should be “laptop down” environments.

Plagiarism: The University of Minnesota writing center provides resources to learn about plagiarism at http://writing.umn.edu/tww/preventing/definitions.html. This web site quotes the APA manual ideas for avoiding plagiarism. “Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text. The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications.” (Publication Manual 292-95) (Publication Manual of the American Psychological Association. Washington DC: American Psychological Association, 1995. 292-95.)

Laptop Computer and Electronic Device Policy: The laptop computer is an integral part of a Carlson School student’s studies. The building is well equipped with access points so that students will be able to perform these activities from a variety of convenient locations. When class is in session, students must use their laptop only as directed by their professor. Students shall avoid any activities such as instant messaging, surfing the web, checking email, or playing games that diminish their – or their classmates – engagement with the instructional activity. In general, students should keep in mind that the use of laptops should add to the classroom environment, not detract from it. If students are unsure whether a given activity is appropriate, they are encouraged to ask their instructor. In addition, students are expected to immediately close laptops and other electronic devices at the request of the instructor. Misuse of laptops will at the very least affect a student’s participation grade.
misuse or continued abuse that creates a distraction within the intended learning environment will lead to disciplinary action.

**Exams:**
Laptops open up new possibilities for cheating during exams. Accessing web sites and online material, viewing documents saved on the hard drive, instant messaging, emailing, text messaging on cell phones, or other electronic activities not explicitly deemed acceptable by the professor during exams will be considered cheating. During exams, laptops should only be used as directed by the instructor.

**Specialized Workshops, Events, and Corporate Information Sessions:**
In the spirit of creating a professional environment at the Carlson School, students will also be held accountable for any inappropriate laptop usage or behavior during speaker engagements, specialized workshops, and events. Providing a positive, engaging experience for corporate and alumni partners who volunteer their time and energy to address the student body is essential to building the reputation of the Carlson School.

**Class Participation:**
Students should respect the rights of other students to contribute to class discussions and should avoid dominating class discussions. Students should be aware that their peers might have varying abilities to partake fluently and confidently in classroom discussions, and are encouraged to make efforts to promote a tolerant environment for all students. For that reason, it is suggested that individuals raise their hands instead of volunteering answers to allow everyone in the class an equal opportunity to participate. Again, it is the prerogative of the faculty member to define the tone and process for classroom participation. Respect for the physical environment (in and out of the classroom) - Unlike a hotel or conference facility, the Carlson School is part of a large, public institution with limited resources for cleaning and maintenance. Therefore, students are expected to show respect and care for our building by bussing their own dishes, soda cans, plates, utensils, and trash. Students should also discard all trash, push in chairs, and wipe any eraser marks, crumbs, or other remnants from any room they use.

**Teams and Group Projects:**
The Carlson School understands the importance of teams and group work in both academic and professional settings. To accommodate this important method of learning, team-based learning occurs during any given semester during each student’s academic career. Group assignments may factor heavily into final grades. As such, students should treat team work as they would in a business setting. Professional behavior must be demonstrated during such assignments. Professional behavior in group settings includes:

- Respecting others.
- Allowing all team members to voice their opinions, thoughts, and concerns.
- Taking personal responsibility to voice thoughts to benefit the team’s learning.
- Contributing to the learning of the team by giving equal time and work quality as others in the group.
- Committing to a standard of work agreed upon by the group.
- Being flexible with regard to meeting times, locations, and platforms to ensure inclusiveness.
• Participating in group projects at a level agreed upon by the entire team.

Failure to fulfill this level will not be tolerated and any “free-riding” will be determined unacceptable. A free-rider is defined as any individual not devoting as much time to the group and its work as the remaining members. It also can indicate an individual’s quality of work is not at a consistent Carlson School community caliber or level desired by the team.

Members of classroom-based groups should make every attempt to rectify disputes or disagreements encountered among them. However, if problems arise that cannot be resolved within the group (habitual delinquency, violations of the U of M code of conduct or CSOM honor code, abusive behavior, etc.); additional actions as suggested by your program or instructor should be taken to rectify the situation.

Procedure for Resolving Student Concerns about Courses, Instructors, and Grades:

If a student has a concern about a class he or she is taking in the Carlson School of Management, the student should contact the instructor of the class and make every attempt to resolve the concern with the instructor directly. Students should start by addressing all concerns about grades and grading directly with the instructor. Most concerns about how a class operates and some concerns about instructor conduct can and should be addressed directly with the instructor. In the case of some concerns about instructor conduct, the nature of the concern may make directly contacting the instructor inappropriate. If this is the case, the student should contact the departmental program coordinator (listed below) as the first step. If the instructor in question is the departmental coordinator, the student should contact the department chair as the first step. If the instructor in question is the department chair, the student should contact Associate Dean of Faculty and Research George John as the first step. Students with concerns related to differential treatment due to factors such as race, gender, or disability, should be directed to the central office that handles such concerns.

• Equal Opportunity and Affirmative Action (http://www.eoaffact.umn.edu)
• Disability Services (http://ds.umn.edu/)

The following guidelines may be helpful to students who wish to approach an instructor with a concern:

• You will be best received if you are (a) specific in with the details of your situation and (b) clear, consistent, and professional in your communication.
• There are often multiple perspectives on a situation and multiple pieces of information to consider. Presenting a concern to an instructor or to another person such as a department chair does not guarantee that the person will agree with you.
• Please make every effort to resolve your concern directly with the instructor. Please be aware that concerns about how a particular item of work was graded can be resolved only with the instructor. Other individuals (such as departmental coordinators and department chairs) cannot re-grade work and assign a different grade. However, concerns about violations of policy (including the grading policy), inadequate instructor record keeping, or instructor conduct can be resolved by others if necessary.
Students who are uncertain how to approach an instructor may be directed to the Student Conflict Resolution Center (http://www.sos.umn.edu/students) for a free consultation.

If and only if a student cannot reach resolution directly with the instructor, they should then move up the chain. The next step would be to contact the department coordinator responsible for the course as outlined below. If you find this list to be inaccurate, please contact the department for updated information. Again, at this and subsequent stages of the process, specificity, clarity, and professionalism of communication are very important:

**Department Coordinators:**
- Undergraduate Courses: See [https://intranet.csom.umn.edu/programs/ugs/Pages/Undergraduate-Department-Coordinators.aspx](https://intranet.csom.umn.edu/programs/ugs/Pages/Undergraduate-Department-Coordinators.aspx)
- MAcc Courses: Please call 612-624-7511 and ask to speak to the program coordinator, or email macct@umn.edu or visit carlsonschool.umn.edu/master-accountancy
- MBA Courses: [https://intranet.csom.umn.edu/programs/MBA/Documents/Dept_Coord_MBA.pdf](https://intranet.csom.umn.edu/programs/MBA/Documents/Dept_Coord_MBA.pdf)
- MA-HRIR Courses: Please call 612-624-2500 and ask to speak to the MA-HRIR Program Director.

If resolution through the coordinator is unsuccessful (or if the coordinator is unresponsive after a reasonable period of time, such as a week), the department chair should be contacted. The department will only intervene if it appears that the department coordinator did not appropriately handle the case. For courses taught abroad in whole or in part, department chairs should consult with the Associate Dean for International Programs in order to ensure that they have the complete perspective on concerns that reach them. Except in cases where the department chair is appropriately approached as the first step in the process, decisions of the department chair shall be final. In those cases where the process begins with the department chair or Associate Dean of Faculty and Research, the Associate Dean’s decision shall be final.

**BSB Courses Course Grading Policy:**
In 2005, the results of a comprehensive study of grading in the Carlson School were presented to the faculty. In response to the conclusions of the study, the Carlson School faculty developed and approved the following grading policy: Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

Following are the expected final grade distributions for BSB courses, by course level:

1. **1000- 3000 (Core) level courses:** Target median grade is 3.0 +/- .2 (or about a B).
2. **3000 (non-core), 4000, 5000-level courses:** Target median grade is 3.3 +/- .2 (or about a B+).
3. **Honors courses at all levels**: The median grade for honors courses should be determined by the faculty teaching these courses. However, like all courses, there should be a distribution of grades in honors courses (not all students should receive the same grade). Higher median grades for honors sections of courses offered to non-honors students are acceptable.

**Carlson School of Management Honor Code:**

Members of the Carlson School community are expected to engage in behavior that promotes the student academic experience. As a Carlson student, please strive to engage in and encourage the following—every day:

**Respect**
- Respect any and all diversity (e.g., gender, race, religion, sexual orientation, economic status, culture, identity, background, age, ethnicity, disabilities, family and work situations)
- Encourage different points of view and the rights of individuals to state them in an atmosphere where dissention is acceptable if delivered in a respectful manner.
- Treat fellow students, faculty, staff and guests of the Carlson School with courtesy and respect.

**Integrity**
- Act honestly and ethically both inside and outside of the classroom.
- Avoid scholastic dishonesty of any type, including plagiarizing, cheating on assignments or examinations, falsifying data, misrepresenting your grades, credentials, or purpose, and other academic misconduct.

**Leadership**
- Demonstrate conviction and commitment to take action and to influence positive change.
- Promote team building, problem solving, and positive conflict resolution.

**Individual responsibility**
- Be ready and willing to do what it takes to consistently uphold a high level of professional conduct.
- Recognize that all individuals are accountable for their actions, inactions, and decisions.

As a Carlson student, you are also held to the standards set forth in the University of Minnesota’s Student Conduct Code. The Carlson School of Management follows the University of Minnesota procedures for reporting instances of academic misconduct. Individual program offices (such as Carlson Global Institute and the business career centers) and instructors may have additional policies that govern student behavior. Examples of good classroom etiquette can be found at [https://intranet.csom.umn.edu/programs/Documents/ClassroomEtiquetteGuidelines.pdf](https://intranet.csom.umn.edu/programs/Documents/ClassroomEtiquetteGuidelines.pdf)

All students agree to the terms of the Carlson School Honor Code by accepting admission to the Carlson School or accepting admission to any of the academic programs operated either solely by or jointly with the Carlson School of Management.

If a student has a concern about a class he or she is taking in the Carlson School of Management, the student should contact the instructor of the class and make every attempt to resolve the concern with the instructor directly. Students should start by addressing all concerns about
grades and grading directly with the instructor. Most concerns about how a class operates and
some concerns about instructor conduct can and should be addressed directly with the instructor.
Additional information can be found in “Carlson School of Management Procedure for
Resolving Student Concerns about Courses, Instructors, and Grades.”
DEPARTMENT SPECIFIC POLICIES

Department of Human Resources and Industrial Relations
INDUSTRIAL RELATIONS CENTER
UNIVERSITY OF MINNESOTA
STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an “Incomplete” will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade.

3. Academic misconduct/dishonesty is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. Academic misconduct/dishonesty is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. This includes (but is not limited to) cheating on assignments or examinations; plagiarizing, which means representing as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work. Instructors may define additional standards beyond these.

4. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements should bring this to the attention of the instructor during the first week of class so that appropriate accommodations can be made. Similarly, students for whom English is not their native language may request accommodation (such as additional time for examinations).

5. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of the Industrial Relations Center, also in 3-300 Carlson School of Management.

6. University policy prohibits sexual harassment. Copies of the University policy on sexual harassment are available in 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

7. The University of Minnesota has recently revised and amended its policy on academic misconduct/dishonesty. The policy is: **Academic dishonesty in any portion of the academic work for a class shall be grounds for awarding a grade of F or N for the entire course.**
COURSE SPECIFIC POLICIES

Make-up and Late Work:
Missing class does not excuse you from exams and/or assignments. Assignments are not accepted after the due date unless documented extenuating circumstance prevented you from meeting the deadline AND arrangements have been made with the instructor in advance. Computer problems do not constitute an extenuating circumstance. Missing class due to extenuating circumstances (e.g., a documented medical illness) or pre-approved absences are the responsibility of the student to contact the instructor for notification and arrangements.

Assignments must be completed and turned in by the time and date specified. Late penalties will apply as follows:
- Less than 24 hours late (25% point reduction),
- Between 24 hours and 1 week late (50% point reduction), and
- One week or more late (zero [0] for the assignment).

Incompletes:
Incompletes are at the discretion of the instructor and are rare. They are used when extraordinary circumstances (as determined by the instructor) occur and the student has successfully completed a substantial portion of the course's work (over 75%) with a passing grade (a C or better) and regular class attendance, but was prevented from completing the work of the course on time. Incompletes must be arranged with the instructor prior to the last day of class in writing. The instructor reserves the right to deny a request for an incomplete. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements.

Extra Credit:
This course does not offer any extra credit assignments. There are no additional opportunities to perform.

Student Expectations:
It is each student’s responsibility to contribute to maintaining a classroom that is conducive to learning. Students are expected to use active listening skills, respect, and appreciate different points of view, speak from their own perspective and experiences, treat other class members with respect and courtesy. All cell phones and electronic devices must be turned off (or to silence) and put away before entering the classroom. Students should use their name tent during lecture and discussion portions of class meetings.

In addition, disruptive behavior identified by the instructor or classmates may result in the removal of a student from the class. The decision to remove students from class, delete student postings in Moodle, or modify student Moodle postings are at the sole discretion of the course instructor. The instructor will not permit disruptive behavior in-class or on-line, if you engage in this behavior you risk being removed from the class. Examples of disruptive behavior include but are not limited to inviting other students to “party” with you, aggressive, belligerent or abusive behavior towards classmates or the instructor, and other behavior that the instructor
deems inappropriate in an academic environment. You need to know that the decision to remove or limit your access to the class is made by the instructor and may be one of many academic and financial penalties. In short, the instructor is informing you that disruptive behavior in this class will not be tolerated and the instructor has the right to remove students from the course which may result in a failing grade, no tuition refund, and referral to the University for a Violation of the student conduct code.

**Course Format:**
Class sessions may include lectures, small and large group discussions, and audio-visual materials. During class I will strive to clarify, supplement, and analyze materials. We will learn much more from each other’s opinions, knowledge, and experiences. Therefore, you are not only encouraged, but expected to contribute to classroom and group discussions. You are responsible for all assigned readings and all materials presented in class. You are responsible for keeping track of all course requirements, including deadlines. You are expected to be an active learner, which means actively exploring, questioning, and reflecting upon the issues and ideas that are covered.

**Course Expectations:**
This syllabus is a guide to course structure and expectations and may be changed in whole or part at the discretion of the instructor. In short, course expectations could change during the course of the semester. You are responsible for your own learning.

**Attendance:**
Attending class is an important part of succeeding in any course. Research indicates that students who attend class earn higher grades and are more likely to stay in school and graduate. Only registered students will be allowed to attend class, please do not bring family or friends to class unless approved prior to class by the instructor.

**Approved Class Absence:**
Students absent from class for religious observances, intercollegiate athletics, or other event approved in advance should do the following:
1. Inform the instructor of the anticipated absence at the beginning of the semester;
2. Meet with the instructor to reschedule any missed examinations; and
3. Obtain class notes from other students.

**E-mail Communications:**
University-assigned student e-mail accounts are the University’s official means of communication with all students. You are responsible for all information sent to you via your University assigned e-mail account. If you choose to forward your University e-mail account, you are still responsible for all the information, including all attachments, sent to your University e-mail account. You must use your umn.edu email account when communicating with the instructor. If you contact the instructor by text message, please identify yourself in the message.

**Complaints Regarding Teaching/Grading:**
Students with complaints about teaching or grading should first try to resolve the problem with the instructor. I will not discuss or debate grades or exam questions/answers during class time.
You are welcome to meet with me during office hours, make an appointment, or send me an e-mail (must use umn.edu email account) to discuss your grades. **All grade appeals must be made in writing.** Appeals should be thoroughly rationalized and explained. That means referring to exact citations in class materials to provide evidence of your position. **All appeals must be made within 48 hours from the time that the graded exam, quiz, or assignment was returned to the class.**

**Chemical and Fragrance Sensitivities:**
It is not possible to guarantee a fragrance-free environment, but students should use good judgment when using perfumes, colognes and other chemicals that produce odors.

**Credits and Workload Expectations:**
One credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade in the course. For example, a student taking 15 credits should require approximately 45 hours of work each week.

**Inclusive Language:**
It is important in this class, as well as being important in any educational/work settings, that inclusive language be used in both oral and written communications. It is important to use language that assumes equality for people of all races, ethnicities, cultures and sexes. Inclusive language means not using “he” or “man” as generic references to humanity or people in general. You can use “people” instead of “mankind,” “s/he” or “he/she” instead of one or the other.

**Students with Disabilities/Unique Needs:**
This course is designed to eliminate barriers and provide equal access for all students. All forms of diversity (e.g., learning styles, cultures, disabilities, etc.) — those unique characteristics that add richness, breadth and depth to our class — will be acknowledged and accommodated in a universal manner. I believe strongly in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis.

It is University policy to provide, on an individual basis, reasonable accommodations to students who have a documented disability, be it physical, learning, psychiatric, visual, auditory, or other, that may affect his or her ability to participate fully in scholastic activities. Please contact me at the **beginning** of the course to work out the details of accommodations.

**Appointments with the Instructor:**
I will be available each week before class, during breaks and during office hours, however I do make appointments with students, faculty, and staff and would recommend that you e-mail or telephone to check my schedule and availability. If you wish to reach me at any other time, please e-mail, and I will be happy to make timely arrangements.

**Scholastic Honesty:**
Academic integrity is essential to a positive learning environment. All students are expected to fulfill course requirements with honesty and fairness. Misrepresentation of another’s work as your own may result in disciplinary action. Within the context of this course, scholastic
dishonesty can result in penalty up to and including an “F” for the course, and further University action.

Plagiarism includes but is not limited to use by direct quotation or paraphrase of the published or unpublished work of another person without full and clear acknowledgement, and unacknowledged use of materials (such as papers or other materials) prepared by another person or agency. Submission of work that was already submitted for credit in a previous or concurrent course without consent of both instructors is considered self-plagiarism.

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own, anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement, depriving another of necessary course materials, and sabotaging another's work.

Plagiarism:
Plagiarism occurs when students turn in work that is not their own. Plagiarism occurs when written work; 1) fails to cite quotations and borrowed ideas from outside sources, including the World Wide Web and other student work; 2) fails to enclose borrowed language in quotation marks; and 3) fails to put summaries and paraphrases in the writer’s own words. The definition of plagiarism was derived from Diana Hacker’s *A Writer’s Reference*, Fourth Edition. Boston: Bedford/St. Martin’s, 1999.

The instructor has an account with turnitin.com a plagiarism prevention web-service. This website checks student papers for text similarities against a large database of public domain literature, archived web pages, papers from on-line “paper mills” a few commercial databases, and previously submitted student papers. The instructor may use this tool in this course or request that students submit assignments using this tool.

Readings:
Students are expected to come to class having read the assigned readings.

Again, this syllabus, rubrics and assignments are subject to change at the instructor’s discretion for any reason including but not limited to errors, omissions or other factors that the instructor deems appropriate to warrant a change to the syllabus and/or schedule in whole or part.

The instructor reserves the right to determine final letter grades.

Please track your own grade progress.
ASSIGNMENT DESCRIPTIONS AND RUBRICS

Research Poster

The research poster is the main deliverable for this course. It includes a problem statement, the poster, the poster presentation, and two peer reviews. You are encouraged to plan ahead.

Problem Statement

The problem statement should be 4 (four) well-crafted sentences. Read and reread Hernon and Schwartz (2007) for specifics. The statement should include the following: (a) lead-in, (b) declare originality, (c) state the focus or purpose, and (d) explain the significance of the study. It must be engaging and answer the “so what” question explicitly.


Poster

This poster should be no more than 36” by 48” in size. You are expected to cite a minimum of five (5) different scholarly sources. The poster is intended to provide an overview, integrate, and evaluate previous OB research or thinking. It is considered original research itself.

In general, your poster should: (a) introduce, define, and clarify the problem(s); (b) review and summarize previous research or thinking; (c) identify relations, contradictions, gaps, and inconsistencies in the literature; and (d) suggest the next step or steps in solving the management problem. The final poster must have visual appeal and show technical/grammatical competence.

Your poster should include the following parts:

1. Title
2. Abstract
   This should be 100 to 200 words and include: (a) the problem researched, (b) the main results, (c) conclusions, and (d) implications of the findings. The significance should be clear and important.
3. Problem Statement (graded separately)
4. Findings
   This should be a summary of the scholarly, published research on the topic. It should clearly explore the significance of the problem, the rationale for undertaking the research, and should answer the question “So what?” It must have a hook. The background (i.e., acknowledgment of sources or influences) should also be part of this section if appropriate. This is the meat of the paper—it must be visual and communicate to someone who is not familiar with the topic.
5. Analysis/Interpretation
   Evaluate and interpret the results of your research. This section should include: (a) sources of bias, (b) quality of the research, sample size and effects, (c) any conflicting or contradictory results, (d) gaps, limitations, or weaknesses of the research, and (e)
recommendations. This is where your voice is heard—you should express your opinion here—it must be connected to the research. This is a critical analysis of what was discovered.

6. **Conclusion**
   How does this new thinking impact pragmatically? This must be clear and logical.

7. **References**
   Cited in APA style.

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**Poster Presentation**

This poster presentation should be an “elevator speech” of your research. You will be graded on preparedness, structure, and overall impression.

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**Peer-review**

You should complete two peer reviews. The format you should use for the review is below.

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**GRADING RUBRICS**

**Poster Problem Statement Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>WEAK</th>
<th>FINE</th>
<th>EXCELLENT</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead-in</strong></td>
<td>Reader is not drawn into the topic.</td>
<td>Reader connects with the topic. Author voice is weak.</td>
<td>Author voice resonates and reader is drawn to continue.</td>
<td></td>
</tr>
<tr>
<td><strong>Declaration of Originality</strong></td>
<td>Statement is not original.</td>
<td>Statement is mostly original.</td>
<td>The statement is very original and will clearly lead to new knowledge.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus of Study</strong></td>
<td>Focus is not clear.</td>
<td>Focus is somewhat clear.</td>
<td>The focus is explicit, clear and concise.</td>
<td></td>
</tr>
<tr>
<td><strong>Significance of Study</strong></td>
<td>The problem is not significant.</td>
<td>The problem is somewhat significant.</td>
<td>The problem is clearly significant.</td>
<td></td>
</tr>
<tr>
<td><strong>Choice of Topic</strong></td>
<td>Rewrite and resubmit before moving forward</td>
<td>The topic should be modified slighted. Resubmission is optional.</td>
<td>Perfect choice, move on to the paper!</td>
<td></td>
</tr>
</tbody>
</table>

**Total----> ____

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**ADDITIONAL COMMENTS:**

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**Poster Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>5%</td>
<td>• Accurate, non-evaluative,</td>
<td>• Is somewhat accurate, non-</td>
<td>• Is not accurate, non-</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Section</th>
<th>Weight</th>
<th>Description</th>
<th>Subsection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>5%</td>
<td>Introduction and background provided for the topic has context and is clear.</td>
<td><em>Includes a compelling “so what.”</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introductions and background information could be more complete and/or make the context for the research more clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant omissions in background makes the context for the research unclear</td>
<td></td>
</tr>
<tr>
<td>Problem Statement</td>
<td>10%</td>
<td>Graded separately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Findings</td>
<td>30%</td>
<td>Summary of findings were concise and provided context;</td>
<td>Focus of review is on evaluating what others have written in the literature;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus of review is on creating new meaning by identifying divergent, common or missing themes in the literature;</td>
<td>This section is organized coherently but could reflect the underlying topic more clearly;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research includes at least 5 sources.</td>
<td>Research meets one of the stated criteria (but not both).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus of review is on summarizing what others have written (more like an annotated bibliography);</td>
<td>The organization of this section lacks coherence and reference back to underlying management dilemma;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research doesn't meet either of the stated criteria.</td>
</tr>
<tr>
<td>Analysis/Interpretation</td>
<td>10%</td>
<td>Recommendations and/or conclusions flow logically from research;</td>
<td>Recommendations and/or conclusions could be more closely tied to research;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contradictions/deficiencies in the literature are treated fully;</td>
<td>Contradictions/deficiencies in the literature could be treated in more depth;</td>
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<tr>
<td></td>
<td></td>
<td>Specific actions/next steps are proposed</td>
<td>Options for action could be more complete or clear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommendations and/or conclusions are not justified by the research;</td>
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<tr>
<td></td>
<td></td>
<td>Contradictions/deficiencies in the literature are ignored;</td>
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<tr>
<td></td>
<td></td>
<td>What should be done next is unclear.</td>
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</tr>
<tr>
<td>Conclusion</td>
<td>5%</td>
<td>Clear and concise conclusion</td>
<td>Somewhat clear conclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unclear conclusion</td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>5%</td>
<td>Attributes paraphrases and quotes to source(s);</td>
<td>Inappropriate use of sources; inadvertent plagiarism;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides a separate &quot;References” section listing all sources cited.</td>
<td>Fails to include &quot;References” section.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Serious and/or repeated plagiarism.</td>
</tr>
<tr>
<td>Visual Impact</td>
<td>20%</td>
<td>The poster was visually appealing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A variety of non-fiction text features were used</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A person unfamiliar with the specific topic could readily understand what was researched and why</td>
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<tr>
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<tr>
<td></td>
<td></td>
<td>The poster was somewhat visually appealing.</td>
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<tr>
<td></td>
<td></td>
<td>A few different text features were used</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A person unfamiliar with the specific topic found it somewhat difficult to understand</td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td>The poster was not visually appealing.</td>
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<td></td>
<td></td>
<td>Graphics were limited</td>
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<tr>
<td></td>
<td></td>
<td>The poster was difficult to understand.</td>
<td></td>
</tr>
</tbody>
</table>
ADDITIONAL COMMENTS:

Poster Presentation Rubric:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEAK</strong></td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td></td>
</tr>
<tr>
<td>Presenter was not composed and/or articulate.</td>
<td></td>
</tr>
<tr>
<td>Presentation Structure</td>
<td></td>
</tr>
<tr>
<td>There was not good use of time and media.</td>
<td></td>
</tr>
<tr>
<td>Overall Impression</td>
<td></td>
</tr>
<tr>
<td>Presenter did not demonstrate mastery of the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>STRONG</strong></td>
<td></td>
</tr>
<tr>
<td>Presenter was composed and articulate.</td>
<td></td>
</tr>
<tr>
<td>There was good use of time and media.</td>
<td></td>
</tr>
<tr>
<td>Presenter demonstrated mastery of the topic.</td>
<td></td>
</tr>
</tbody>
</table>

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COMMENTS:

Peer Review Form

Peer Reviewer Feedback

<table>
<thead>
<tr>
<th>Title:</th>
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<tbody>
<tr>
<td>Author:</td>
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<td>Name of Reviewer:</td>
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Scale: 1 = Very low; 2 = Low; 3 = Moderate; 4 = High; 5 = Very high

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<th>1</th>
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<tbody>
<tr>
<td>1</td>
<td>Relevance to the field of organization behavior field (HRM/MGMT/Business)</td>
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<tr>
<td>2</td>
<td>Significance of the research problem and/or theoretical concepts</td>
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<td>3</td>
<td>Thoroughness of the research</td>
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<td>4</td>
<td>Clear and concise problem statement, purpose(s), and/or hypotheses</td>
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<td>5</td>
<td>Rigor and robustness of research and recommendations</td>
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<td>6</td>
<td>Leverage of seminal/ovaric work and emerging research</td>
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<td>7</td>
<td>Significance of conclusions and/or recommendations</td>
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<td>8</td>
<td>Pragmatic relevance and utility</td>
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<td>10</td>
<td>Overall clarity and quality of presentation</td>
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**Feedback for the student:** (In the area below, please provide feedback that substantiates the ratings you provided above. Provide specific details as needed.)

**What are 2-3 things (or more as needed) that would substantively enhance the poster?** (These may restate or summarize feedback you offered above or be “new” ideas that would contribute to the further enhancement of the work)