MANAGEMENT 7135
SEMINAR IN LEADERSHIP AND TEAM BUILDING.

Syllabus – Spring 2010
CDMBA & IMBA Classes

INSTRUCTORS: Dr. Robert Taylor
OFFICE: Business Building #202
OFFICE HOURS: M-F 10:00 AM – 5:30 PM - by appointment
PHONE: 678-4551 or my direct line 678-5311

TEXTS AND READINGS:

Required
• Kouzes and Posner, The Leadership Challenge
• Robbins, Essentials of Organization Behavior
• Blanchard, Leadership and the One Minute Manager
• Assorted articles and handouts available on the web

Optional
• Bracey, Rosenblum, Sanford and Trueblood, Managing from the Heart
• McCormick, What They Don’t Teach You in Harvard Business School
• Covey, Seven Principles of Effective People or Principle Centered Leadership
• George, True North

COURSE OBJECTIVE:
To enhance your ability to understand, predict, and control behavior of individuals and teams in organizations, primarily business organizations, by

BY

providing an overview of key leadership, motivation, and team concepts
providing both the theory and practical application of these behavioral concepts
integrating classroom discussion of theoretical concepts with experiential learning techniques to enhance learning and interest
providing opportunities for you to utilize the course concepts in the analysis of group and individual behaviors of yourself and others
having fun while learning how to improve your leadership effectiveness

IMPORTANT:
All readings, text and other assignments indicated on your syllabus are intended to be completed "prior to" coming to class on the day indicated for the assignment. The syllabus is subject to change and you are responsible for all changes announced in class. Therefore, it is imperative that you be in attendance for all classes or check with a classmate for assignment changes.
STUDENTS WITH DISABILITIES:

Reasonable and appropriate accommodations will be provided to students with disabilities who present a memo from Student Disability Services (SDS). Students who request disability accommodations without a memo will be referred to SDS.

ATTENDANCE POLICY:

Although no formal class roll will be taken, you are expected to be here for each class. Poor attendance will result in a low grade on the "PARTICIPATION" component of your grade. You obviously can't participate when called on in class if you are not here. Attendance is particularly important because of the "experiential learning" aspect of this course, where you learn by analyzing classroom, as well as other, experiences. If you aren't here to experience a behavior and participate in exercise debriefings, you obviously can't learn from that experience.

ASSIGNMENT POLICY:

Assignments are due in class on the dates indicated on the schedule. There will be an automatic 10% grade reduction for each class day the assignment is late. For grading purposes, the next class day begins the moment the previous class is excused. PLEASE simply staple together all pages of an assignment in the upper left corner of the sheets. Put your name on ALL PAGES in the upper right hand corner next to the page number, which MUST appear on all pages. I DO NOT want any kind of folders around your papers. Always keep a copy of anything given to me in case a paper is lost. IT IS YOUR RESPONSIBILITY TO HAVE A BACKUP COPY.

ASSIGNMENTS AND GRADING:

The Seminar in Leadership and Team Building is intended to be a very practical, applied OB course. The assignments and exams emphasize this applied nature. The exams are intended to ascertain the extent to which you have absorbed, understood, and retained the concepts presented in the readings and/or discussed in class, as well as your ability to utilize the concepts in situational analysis. The written assignments are intended to give you practice in the application of concepts to the analysis of human behavior: your own and that of others, group as well as individual behavior.

GRADING COMPONENTS:

The grade point computation and conversion is as follows, with no exceptions:

A = 92.0 and above; B = 83.0 - 91.9; C = 72.0 - 82.9; D = 65.0 - 71.9; F = 65 or below

1. Article Concept Experience Report I 10 points
2. Article Concept Experience Report II 20 points
3. Class Participation and Assignments 15 points
4. Research Paper / Executive Summary 20 points
6. Final Exam 35 points
7. Article/Book Summaries (optional) up to 4 points
Assignments

1. **Article Concept Experience (ACE) Report I (10 points)**

   You must select four (4) articles from those provided in your article book and use one concept from each article to analyze your own and others' behaviors. Please note the following:

   a. There should be 4 concepts and 4 related experiences. Less than 4 will reduce your maximum possible grade.
   b. Concepts should be thorough, and generally involve a relationship statement: "If A is done, then B occurs". For each concept, list the name of the article and the author.
   c. Do not to use the same concept twice.
   d. Experiences should be thoroughly explained, include details, and show some depth of analysis.
   e. At least two of the experiences should be cross cultural in nature
   f. Emphasize your own experience: what you did right (and why) or what you did wrong (and how you can do better). Think: SELF-ANALYSIS
   g. Use behavioral examples, not generalities.
   h. Grading is as follows:

4 well-written/thorough/on target experiences = 95-100
4 weakly written/terse/some off target experiences = 75-94
3 well-written/thorough/on target experiences = 70-75
3 weakly written/terse/some off target experiences = 50-70
2 or well written experiences = 50 maximum
2 weakly written poor experiences = 35 maximum
1 don't bother to turn it in = 25 max

   h. Please attach the feedback sheet (at end of syllabus) to your report.

   **Due Date:**

2. **Article Concept Experience Report (ACE) II (20 points)**

   Your second ACE must consist of eight (6) concepts and related experiences, as discussed above, taken from your article readings, as well as those in films, class discussion, and your textbook. Please note the following:

   a. Again, emphasize self-analysis primarily and your organization and its members secondarily.
   b. Use concepts and articles not used in the first ACE. Emphasize concepts covered in the second half of the class.
   c. A minimum of four concepts must come from four different articles. A maximum of two may come from other sources (i.e., textbook, videos, etc.). You need a total of 6 sources.
   d. The concepts must come from readings covered since the last ACE was turned in.
   e. At least three of the experiences must be cross cultural in nature
Due Date:

3. Class Participation and Assignments (15 points)

Because of the experiential nature of this course, your active participation in exercises, debriefings, analyses and discussions is expected and evaluated. The evaluation will be based on several short written assignments (usually a one or two page analysis of an exercise, another brief homework assignment and a short quiz on The Leadership Challenge) and on your active participation in classroom discussions.

I will note the quantity of your discussion and, more importantly, the quality — mostly to the extent to which you seem to be paying attention to what’s going on in class and trying to think about ideas and relate them to your own experience. Please note the following:

a. Here’s where attendance will be reflected in your grade.
b. Talking just to be talking without really relating to the topic at hand counts for nothing. Try to stay on target and involved.
c. Your experiences and ideas may help facilitate learning. Therefore, they are important.
d. Questions are important, too. If something is unclear to you, ask about it. Someone else probably is even more confused than you. The only stupid question is the one you fail to ask.
e. If you’re shy or introverted, here’s the time to learn to overcome that tendency. Speaking up gets rewarded here, just as it does in real life, and there’s no penalty here for making a mistake.

Due Dates: The Leadership Challenge quiz:

Other assignments: As reflected on the syllabus or assigned in class

Class Participation: Expected throughout the term

4. Research Paper/Executive Summary (20 points)

The research paper/executive summary is designed to require you to explore the literature in the leadership/motivation/teams areas so that you can become familiar with the variety of sources in this area. It also is expected to have a cross cultural component, reflecting the application of your topic to a cross cultural issue, problem, orientation, etc. You will write a summary of a specific OB area, using a variety of sources, and conclude the paper with either an analysis of how the topic relates to your work organization (or another organization if you do not work, such as a church, fraternity, sorority or other civic/community organization) or with a critical analysis of the topic area. Possible topics are listed at the end of this syllabus. Please note the following:

a. The paper should be 5 to 7 double spaced pages in a standard business type size and font. Under no circumstances should you go past 8 pages, not counting references.
b. The paper should be about 2/3 to 3/4 a summary of your topic, with the remainder the application to your specific situation or a critical analysis of the topic. The highest grade you can get without a personal application or a critical analysis section
is a "C".

c. You should have no fewer than 10 sources, some of which must be of a international or
cross-cultural nature. If sources listed in your references are not cited in the
paper, there is little or no evidence that you used them. Therefore, cite your work.

d. At least half of your sources should be academic sources, such as Academy of
Organizational Dynamics, etc. Other sources may be books, anthologies, etc., and
articles in popular magazines such as Fortune, Business Week, etc. See the list
attached to the end of the syllabus for suggested journals.

e. References should primarily be current references (no more than 1/3 dating before 2005).
Some exceptions may be made for certain topics.

f. Don't be afraid to use the library computer searches; that's what they are there for. A
librarian will be glad to help you if this is new to you.

g. Use any accepted reference style. I prefer APA (American Psychological Association)
style, but footnotes, endnotes, etc. are acceptable.

h. **FAILURE TO REFERENCE CONSTITUTES PLAGIARISM AND WILL HURT YOUR
GRADE SEVERELY.**

i. "A" papers are those which **concisely** cover the topic (of course) but also have been
proofed for obvious typos and misspellings, use whole, complete sentences, have
verbs that agree with the noun subjects of sentences and properly utilize more than
the minimum number of sources. Proper paragraphing, use of topic headings when
appropriate, and transitions between paragraphs also help.

j. Please **attach the feedback sheet to the front of your paper (see end of syllabus).**

**Due Date:**

5. **Final Exam (35 points)**

Your final exam is a take-home, essay exam. It is comprehensive, covering the entire
assigned text and all articles. A sample final exam is included as part of this syllabus.

a. There is no procedure for a make-up exam.

b. Maximum length is 15 pages (standard business type size and font, double spaced,
1 inch margins)

c. No footnoting or referencing is required.

**Due Date (for 5% points extra credit): Friday, May** (no later than 8.00 p.m.,
in Room 202)

**Due Date:** Tuesday, May, by 8.00 p.m., in Room 202

6. **Article/Book Summaries**

You may write as many as four article or book summaries for extra credit points. Each
summary is worth one point. The articles must be ones not already assigned for class and
must come from one of the journals listed elsewhere in this syllabus. The summary should
contain a very brief overview (1 to 1½ typed, double spaced pages) of the article and a
brief (1/2 to 3/4 page) explanation of how the article relates to you, why you chose this article, or why you think it is important. **Less than this gets less that full credit.**

For a book, such as the ones listed as **Optional Readings**, pick out some key concepts from the book or a section of the book, and relate them to your personal experience. These summaries should be only about 2 pages long.

**Due Date: To be discussed in class**
Management 7135
Schedule

Note that your professor reserves the right to alter this schedule as circumstances may dictate. All changes will be announced in class and you are responsible for these changes. If you miss a class, ask one of your team members about any changes.

AB = Article Book   R = Robbins text   O = Other readings

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>01/19</td>
<td>Class Introduction and Socialization</td>
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<td>Socialization Exercise</td>
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<td>Hand out and Discuss Syllabus and Article Book</td>
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<td>Complete MBTI for next class</td>
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<td>2</td>
<td>01/26</td>
<td>Organizational Socialization Discussion</td>
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<td>Values, Ethics, and Attitudes</td>
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<td>R: Chapters covering Intro, Socialization, Values, Attitudes, Change</td>
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<td>AB: Schein; Hersey and Blanchard; Cohen; Nielson; Conger and Kanungo</td>
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**Due Today: Homework Assignment/Socialization**

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<td>3</td>
<td>02/02</td>
<td>Perception and Attribution Processes</td>
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<td>Film: <em>Pygmalion and the Self-Fulfilling Prophecy</em></td>
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<td>Perception &amp; Attribution Discussion</td>
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<td>R: Chapter covering Perception</td>
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<td>AB: Zalkind and Costello;</td>
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<td>4</td>
<td>02/09</td>
<td>Personality and the MBTI</td>
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<td>MBTI Materials;  Martinko and Gardner; Gist</td>
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5   01/16    Communication in Organizations
         Individual Communication Exercises and Debriefing
         Role Play
         WARNING: Tonight’s class will be 3 hours long

         R: Chapter covering Communications
         AB: Communications Handout; Rogers and Farson; Gibb

         **Due Today: Homework Assignment/Personality of Group Members**

6   02/23    Motivation – Performance Model
         Goal Setting, Herzberg, JCM, Equity

         R: Chapters covering Motivation
         AB: Deci;

7   03/02    Motivation – Performance Management
         Performance Management Exercise

         R: Chapter covering Emotions and Moods
         AB: Hamner and Hamner

         **Due Today: Article Concept Experience (ACE) Report #1**

7   03/16    Leadership - Power and Politics
         Discuss Power - Power Exercise
         Leadership Theories & Models - What Leaders Do
         Discuss Major Leadership Theories

         R: Chapters covering Power Politics, Leadership
         AB: Yukl & Taber; Kirkpatrick & Locke; Kotter
         Blanchard: *Leadership and the The One Minute Manager*

8   03/23    Leadership - Participation and Empowerment
         Discuss Participation Models - Vroom Cases Completed and Discussed
         Leadership Practices

         AB: Vroom Materials; Carlisle; Muczyk & Reimann; Luthans; Kotter; Muczyk and Reimann (2); Conger;

9   03/30    Transformational Leadership

         AB: Bass;
         Kouzes and Posner: *The Leadership Challenge*

         **Due Today: Quiz on Kouzes and Posner’s The Leadership Challenge**
10  04/06  Group Behavior  
Subarctic Survival Exercise and Discussion  
Roles in Groups/Role Nomination Exercise  

R: Chapters covering groups and teams  
AB: Effective Group Membership and What to Look For in Groups; Forrester and Drexler; Katzenbach & Smith;  

11  04/13  Groups - Ineffective Group Functioning  
Film: Group Dynamics, Groupthink  
Discussion: Relate Groupthink to Effective Group Functioning Roles  
Conflict, Disputes and Intergroup Behavior  

R: Chapter covering Conflict  
AB: Janis; How I Act in Conflict Questionnaire  
(complete before class); Pondy  

Due Today: Research Paper/Executive Summary  

12  04/20  Problem Solving & Decision Making in Teams  
Problem Solving ExerciseNew truck Dilemma  

R: Chapters 6 and 7 (pp. 101-107); Chapter 14  
AB: Problem Solving Materials; Burke and Miller; Taylor & Smith;  

Due Today: Article Concept Experience (ACE) Report #2  

13  04/27  Catch-up Day  

Friday Dec. 11 Final Exam Due (for 5% points extra credit) by 8.00 p.m.  
Tuesday Dec 15 Final Exam Due by 8:00 p.m.
Sample Article Concept Experience Report

Article: "Organization Socialization and the Profession of Management"
Author: E. Schein

Concept #1: Organization socialization involves the learning of organizationally relevant norms, values, and behavior patterns, such as basic organizational goals, preferred means of attaining goals, members' basic role responsibilities. Learning these norms, values and behaviors facilitates the transition into the organization and, ultimately, overall success as an organization member.

Experience #1: In my first year of graduate school, I learned some of the important rules and norms very quickly. Once, when I questioned the validity of what one stat professor was saying, I got shot down very quickly. I learned that asking "challenging" questions that made the instructor look stupid was taboo. The harsh look and pointedly sarcastic reply I got told me to be careful. I also learned quickly that missing our 7.30 a.m. "ProSeminar in Psychology" was taboo as well. The word got around before the class even began (from upper class students) that this class was considered sacred by the professor who taught it, if for no other reason than the fact that he, too, hated to get up that early.

Concept #2: Upending experiences of socialization help to "unfreeze" the neophyte from previously accepted attitudes, norms, and values. They are generally unpleasant experiences that upend one emotionally and, hopefully, lead to greater acceptance of the new norms the organization is promoting.

Experience #2: When I was drafted into the Army in June 1971, my first experience with basic training came shortly after my arrival at Fort Jackson, South Carolina, at 2.00 a.m. on a Saturday morning. We were told that we could sleep late the following day, since we had gotten in so late. Promptly at 5.30 a.m. the next morning, the barracks doors flew open and a screaming first sergeant started telling us "pussies" that we were "in the Army now" and not back home with our mommies. We proceeded to march to the mess for my first taste of Army cooking and then quickly to the barber to get our heads shaved. I learned very quickly to adopt a new set of norms and values, which had been quite foreign to me before that day.
Concept #3: The communication process is not over until communication completes a full cycle back to the sender. Feedback is essential to clarify and reinforce the commonality of shared information. It is the link between the receiver and the sender that ensures effective communication. Feedback makes possible a two-way process, reversing the sender and receiver roles so that information can be shared, recycled and fine-tuned to avoid ambiguity.

Experience #3: On July 1, I assumed responsibility for a new organization. While some of the responsibilities had previously existed in another department and were transferred to me, others were new. In addition, my vision of how these responsibilities fit together was completely different.

Over the past several months, I have worked to communicate this vision to my team members and, until recently, believed that I had done so successfully. However, one team member sent me a memo recently, which clearly let me know that this individual was not "on-board" with what I believed was "our program". In response, I set up a one-on-one meeting with this individual to address his concerns. After this meeting, I felt that we had had a healthy exchange and was comfortable that he had bought into the team's vision. This was until I received a second memo.

This second memo, and the meeting that followed it were a few weeks ago. During this time, I made a more concerted effort to understand the message that this individual was sending. I made every effort to be empathic to his concerns.

Having made an attempt to analyze where the miscommunication may have occurred in the first meeting, I concluded that it could quite possibly have been due to insufficient feedback. Subsequent to the second meeting, I summarized, in writing, our conversation, to ensure that we had both had arrived at the same understanding.

Now, three weeks after the second meeting, I am encouraged by the positive changes I have noticed in this individual's attitude and performance.
Any of the topics listed below might be the subject of your research paper. Do not, however, feel limited by these topics. If you have another topic that you would like to write about, please come see me.

Rumors in Organizations
Transformational Leadership
Creating a Culture and Climate of Success
Middle Management's Changing Role
Status Quo in Decision Making
Alternative or Unorthodox Leadership Styles
CEO Scapegoating: Executive Performance Appraisal and Dismissal
Self-Efficacy
Dysfunctional Managers: When Neurotic Individuals Become Leaders
Organizational Love: Psychological Intimacy at Work (not the same as office romance)
The Role of Coaching in Management
Organizational Memory
Organizational Architecture
Referent Choice: How and Why Employees Compare Themselves to One Another
AIDS in the Workplace
Ethics in Decision Making
The Leadership Mystique
Leadership Substitutes
Work and Family Conflicts
Participation in Decision Making: Pros and Cons
"Superleadership": Teaching Employees to Lead Themselves
Women's Leadership Styles and the Glass Ceiling
Social Loafing
Nontraditional Reward Systems
Self-Managed Work Teams
Employee Empowerment
The Pygmalion Effect in Management
Increasing Employee Performance Through Quality Management
Organizational Change and Information Technology
Behavioral Aspects of Managing International Teams
Organizational Justice: The Search for Fairness
The "Groupthink" Problem
Implementing Organizational Change
Organizational Citizenship Behavior
Trust and Honesty in the Organization
Developing and Evaluating "Team Spirit" in the Organization
Management in the Cross-Cultural Setting
Management's Role in Developing a "Customer-Centered" Culture
Managing and Promoting Diversity
Managing Older Workers
The Continuous Learning Movement: How to Promote and Manage It
This list is not meant to be an exhaustive list of the journals available. It is simply meant to illustrate some of the journals available to you.

Academy of Management Executive *
Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Administrative Management
Behavioral Science
California Management Review *
Group and Organization Management
Harvard Business Review *
Human Relations
Industrial and Labor Relations Review
Journal of Vocational Behavior
Journal of Applied Psychology
Journal of Applied Behavioral Science
Journal of Personality and Social Psychology
Journal of Management
Organizational Dynamics *
Organizational Behavior and Human Decision Processes
Personnel Psychology
Psychological Bulletin
Public Personnel Review *
Sloan Management Review *
Training and Development Journal *

* These journals are ones you may find, in general, to be more readable. They have less of a statistical orientation and contain articles of interest to managers and executives, as well as academicians.
Pretend you are the regional sales manager for Happy Face Frozen Foods (HFFF), a large producer of specialty frozen food entrees and numerous other frozen food items. Your southern region consists of seven districts, all headed by a district sales manager. All of your districts are performing according to your sales projection levels except District IV (Georgia-Florida) which is run by Kate Oliver. Kate's sales figures are about 10% below the levels of other nearby districts, in spite of the fact that her area should be one of the better ones, based on demographic analyses and market tests the company has conducted.

Last week you talked to Kate and mentioned the sales figures. She said she was doing the best she could (which she reminded you was exactly what you had asked of her when she took over) and didn't think her performance was all that bad. Still, you feel that she doesn't seem to be putting in the effort necessary to get the job done, even though she's young, aggressive, talks a lot, and was a top sales rep before she took over the district just six months ago. You have also talked to several of Kate's eight sales reps, including Terry Sharp, Alonzo Wharton, Kenny Golden and Mike Burrage. Although they could not, or would not, give you any specific information, they seemed nervous about discussing Kate's performance and that of the district as a whole. Terry alluded to sexual harassment concerns, and mumbled something about women pinching his "buns" at a recent training event. Alonzo kept rambling on about the negative affects of norms involving too much competition within the district. Kenny noted several times that he had invited Kate to attend one of his AA meetings with him, but wouldn't say why? All Mike did was complain about the rising cost of table dances and couch dances but wouldn't directly relate them to Kate. They all mentioned Kate's aggressive leadership style but were vague and gave no real details, preferring to give it a little more time before saying what was on their minds. You sensed a possible weakness in the relationship Kate was having with her subordinates. You're concerned that a little more time may be enough to ruin the sales figures for the year and possibly even get you into trouble with the company. Therefore, you would like to figure out what's wrong and take some action as soon as possible.

Using the effort-performance-reward-satisfaction model discussed in class (as well as any other relevant motivation, communication, leadership, perception, conflict, organizational change, appraisal, rewards, socialization, etc. models, theories and concepts) analyze the possible causes of the performance deficiency in Kate and in her sales staff. Also note some of the potential solutions suggested by each particular potential cause (preferably as you go along). Note as well any potential problem areas or process issues (e.g., perception biases, communication problems) that you would want to be aware of as you go about interacting with Kate and the others while making your diagnosis of problems.

Also, how would you analyze your own behavior as a leader with respect to your part in this district's weakness. What might you do, based on any models or concepts discussed in class, to improve your personal performance in this matter.

Next week you are going to Kate's district sales meeting in Orlando to set in on and observe the meeting. District managers meet monthly with their sales reps to discuss issues and disseminate information and you usually visit each on a rotating basis. Fortunately this is the month to attend Kate's meeting (your 'first' time with her "at a meeting" since the first meeting
when you appointed her six months ago) and you are looking forward to the opportunity to observe her meeting behaviors with her eight sales representatives. Based on concepts, models, etc. learned in class, what kinds of things might you be looking for in the "group" meeting.

"Since you are short of cash", you have also planned a little golf game with Mike Cloutier, Ricks Mason, and Ben Benson, three other of Kate's sales reps. Cloutier, being the feeling type that he is, offered to bring along the other sales rep, Lanie Jackson, the company ambulance chaser, Bruce Landau, and the company secretary, Pete Moss to serve as caddies. He said they were all real "sweeties" and wouldn't mind helping out. He offered to get you Colleen Listengart, company historian, as your caddie, and noted the extra benefit she would offer by carrying her computer along on the golf course and recording everything that was said. You'll be exploring potential problems Kate is having as you play. You're sure at least Ben will talk to you since he talks all the time anyway about everything. You're hoping they all will give you some information you can use in your analysis. You're also hoping Ricks even shows up somewhere near on time, a rare occasion, so that they don't refuse to let you play your round of golf.

Remember that HFFF's ultimate success and your future with the company may rest on how well you handle this problem. Good luck!

P. S. References to real persons, alive or "missing", and to traits they may possess are, of course, purely accidental.
### EVALUATION AREA

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<thead>
<tr>
<th>Basic Mechanics (Weight-less than 5%)</th>
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<tr>
<td>Are all pages stapled together?</td>
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<td>• Is your name on each page?</td>
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<td>• Are all pages numbered?</td>
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<td>• Have you proofread your paper, to catch obvious typographical mistakes and misspellings?</td>
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<td>• Have you listed the title and author of each concept?</td>
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<th>Quality of Writing (Weight-ca.10%)</th>
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<tr>
<td>• Is your written English (word choice, sentence structure) at graduate student level?</td>
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<td>• Are your paragraphs structured and linked to one another?</td>
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<th>Concepts (Weight – ca. 25%)</th>
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<tr>
<td>• Did you use at least 6 different articles/sources?</td>
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<td>• Are your concepts complete and in a cause-and-effect format?</td>
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<td>• Is each concept an important or major concept from its article?</td>
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<td>• Are the concepts thoroughly explained?</td>
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<th>Experiences (Weight – ca. 60%-65%)</th>
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<td>• Are your experiences thoroughly explained, detailed and comprehensive?</td>
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<td>• Do your experiences explicitly illustrate or relate to the concepts?</td>
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### OVERALL GRADE =
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<th>EVALUATION AREA</th>
<th>RATING</th>
<th>COMMENTS</th>
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<td>Basic Mechanics (Weight – Under 5%)</td>
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<td>• Are all pages numbered?</td>
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<td>• Have you proofread your paper, to catch obvious typographical mistakes and misspellings?</td>
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<tr>
<td>Quality of Writing (Weight –ca. 10%)</td>
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<td>• Is your written English (word choice, sentence structure) at graduate student level?</td>
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<td>• Are your paragraphs structured and does one paragraph lead smoothly to the next?</td>
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<td>• Are direct quotations used only when absolutely necessary and for emphasis?</td>
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<td>• Does the title of the paper clearly describe the content of the paper?</td>
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<td>Research Mechanics(Weight-ca 10%)</td>
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<td>• Is the number of references less than, equal to, or greater than the minimum?</td>
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<td>• Did you make use of both academic &amp; applied sources?</td>
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<td>• Are the majority of your references later than 1996?</td>
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<td>• Did you use an acceptable referencing style?</td>
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<td>Completeness(Weight-ca.55%)</td>
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<td>• Does your paper show that you went beyond the course readings and discussions?</td>
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<td>• Have you covered your topic in appropriate depth? Remember that more depth is preferable to more width in coverage. Did you go into detail, rather than rely on broad generalities?</td>
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<tr>
<td>Personal Experiences/Critical Analysis (ca.-20-25%)</td>
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<td>• Did you include this section?</td>
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<td>• Is your experience discussed fully and completely?</td>
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<td>• Does your discussion of personal experiences clearly relate to the topic of your paper?</td>
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<td>• Does your critical analysis thoroughly discuss multiple perspectives on your research topic?</td>
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<td>OVERALL GRADE =</td>
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### EVALUATION AREA

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<tr>
<th>EVALUATION AREA</th>
<th>RATING</th>
<th>COMMENTS</th>
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<tr>
<td><strong>Basic Mechanics (Weight-less than 5%)</strong></td>
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<td>• Have you listed the title and author of each concept?</td>
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<td>• Are your paragraphs structured and linked to one another?</td>
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<td><strong>Concepts (Weight-ca.-25%)</strong></td>
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<td>• Did you use at least 4 different articles and other sources?</td>
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<td>• Are your concepts complete and in a cause-and-effect format?</td>
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<td>• Is each concept an important or major concept from its article?</td>
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<td>• Are the concepts thoroughly explained?</td>
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<td><strong>Experiences(Weight-ca.60%-65%)</strong></td>
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<td>• Are your experiences thoroughly explained, detailed and comprehensive?</td>
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<td>• Do your experiences explicitly illustrate or relate to the concepts?</td>
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