

**MBAD-6161-U90: Human Behavior in Organizations (Spring 2020)  
Hybrid Format**

Mondays, 5.30-8.15 and Online

This class will meet face-to-face (F2F) or online (O) on the following days and times:

1/13 (5:30-6:45PM F2F); 1/27 (F2F); 2/3 (O); 2/10 (F2F); 2/17 (O); 2/24 (F2F); 3/9 (O); 3/16 (F2F); 3/23 (O); 3/30 (F2F); 4/6 (O); 4/13 (F2F); 4/20 (O); 4/27 (F2F); 5/4 (5:30-6:45 PM F2F)

Center City Building, Room 902

Professor: Dr. Janaki Gooty

Email: [jgooty@uncc.edu](mailto:jgooty@uncc.edu) (best way to reach me)

Office Hours: By appointment at CCB and Tuesday/Thursday on Main campus 1-2 pm

I am at CCB prior to class and on the main campus on other days. I am happy to meet with you to answer questions and address concerns anytime.

TA: Courtney Williams, PhD student

Email: [cguler@uncc.edu](mailto:cguler@uncc.edu) (TA office hours will be posted to Canvas)

Please check UNCC Canvas for regular updates.

**Required materials:**

1. Robbins, Stephen P. & Judge, Timothy A. *Essentials of Organizational Behavior, 14th edition*. Upper Saddle River, NJ: Prentice Hall. Readings from this book listed in the schedule below are chapter numbers from the paperback version and are referred to as RJ #. You could rent/ buy this book or the specific chapters we use online.
2. *Harvard Business Publishing* – Course pack link included below
3. All articles posted to Canvas

You can buy these Harvard materials here:

<https://hbsp.harvard.edu/import/693557>

**Reading note. The readings indicated for a particular week should be read in advance of the class date. I will frequently post course material (e.g., Power Points for some class lectures; interesting articles from HBR, etc.) on the Canvas course website. Please check Canvas regularly.**

**Course Description**

From the UNCC Catalog: “Behavioral knowledge and skills essential to becoming an effective manager/leader including behavior and motivation in an environment of complexity and rapid change and ethical implications of actions and their effects on demographically diverse and increasingly international work force”

## Course Objectives

The overarching objective of this course is to improve your effectiveness as a manager by providing you with a foundation of knowledge in organizational behavior and the ability to apply it in practice. Specifically, this course incorporates four broad objectives:

1. Define concepts, ideas and best practices in Organizational Behavior (OB) topics (e.g., motivation, leadership, personality, and managing teams)
2. Describe and explain knowledge in OB
3. Apply such knowledge to the solution of real world organizational challenges
4. Analyze problems/scenarios in managerial settings

## Grading, Evaluation and Assignments

Group project:	100
Discussion forum:	100
Class participation:	100
	300 total possible points

Letter grades for the course will be assigned according to the standard formula: A = 100-90%, B=89-80%, C=79-70%, U = below 70%.

## Group project

You and your group will find/develop/assess an OB type problem (e.g., low morale/job satisfaction, turnover, personality conflicts, leadership challenges, etc.) and solution in a unit/department of your choosing. Think of this as a behavioral consulting project. Your group will essentially be a team of expert consultants who can help diagnose and find solutions to a challenge(s) that the organization might be facing.

### The task

- You should then identify a dept/unit where you have access to employees and management. This could be a current or former employer of a group member or an organization the group has connections to. The project necessitates collecting data with current employees (and maybe even former employees and customers), so it is important that you will be able to retain access to the organization for the course of the semester. It will likely be useful to offer the leader of the unit/department a copy of your final report and invite them to the presentations in April/May. Also, it is critical you assure employees of anonymity and confidentiality. The unit/department must be approved by Dr. Gooty prior to the start of any group work.
- Using the methods we discuss in class, as well as methods you discover via outside reading, you will identify and document the unit/departmental challenge/problem being faced.
- Given your findings and your analyses, you will then discuss solutions given the unit/department's goals and mission.
- Using class content as well as outside readings, discuss suggestions you have to improve and/or better leverage the organization's existing strengths. This should be grounded as

best as possible in course concepts. The suggestions section should also address the practicality of your recommendations. Could the changes you suggest be implemented? Where would you find resistance?

- A template with suggested outline for the final report is posted to Canvas under Group Project Resources.
- To help you complete this project successfully, I will make available several resources as indicated below. However, it is entirely up to you to avail of these resources and take initiative with your projects.
  - I am available before class each week (if you email me and set up a time) to discuss ideas, possible companies, and any other questions you have.
  - Courtney Williams will be your most invaluable resource for this project. When you have a question, get in touch with her. From my past experience with these projects, groups that reached out to either Courtney or I with questions and challenges early did far better than groups that did not.
  - Be sure to deliver on key team project dates listed on the schedule.

#### Key evaluation criteria

- Quality
- Thoroughness
- Writing
- Clarity of thought
- Integration of knowledge

Students often want to know “What’s an A, What’s a B., etc.”. Although the criteria below are somewhat generic, this will give you a good idea of what I’m looking for when I assign an A, B, etc.

**A/A+** Excellent work. Significantly exceeds assignment requirements; far above the norm for the class. Unique, insightful analysis is offered, shows strong critical thinking, integrates ideas. Often brings in additional outside research and concepts to assignment. Strong mastery of course concepts is demonstrated to support analysis. Writing nearly flawless.

**A-/B+** Very good work. Provides insightful analysis and demonstrates critical thinking. Shows mastery of concepts that moves beyond that presented in lectures. Some integration of ideas across concepts. Clearly demonstrates ability to apply concepts to “real world” situations.

**B** Good work. Fulfills requirements of the assignment, accurately presents concepts in a manner similar to the text and lectures, and shows ability to apply those concepts. Recommendations flow accurately from analysis. Writing may have a few errors. (Experience shows this is the modal grade for assignments).

**B-/C+** OK work. Some use of course concepts, but use is incomplete or inconsistent. Doesn’t clearly demonstrate strong mastery of concepts, and application of concepts is a bit shallow. Paper tends to be more descriptive than analytic. Writing has some noticeable flaws.

C Minimally acceptable work. Writing is largely descriptive. Superficial use of concepts. Does not fully follow instructions. Significant flaws in organization and writing. Meets minimal requirements for a passing grade.

C- and below. Seriously flawed product. Little or no use of course concepts, does not follow instructions. Writing may have significant flaws.

Technical information: Typed, double-spaced, on 8.5 by 11-inch paper with 1 inch margins on all sides. Font should be 12-point Times New Roman. References for the citations should be annotated using APA and be included at the end of your document. *Violations of these rules will lead to grade reduction.* It is also critical that the plagiarism rules at the end of this document are fully followed.

Final product: Your final product will be a paper and an in-class presentation. The paper will be no more than 10 pages, not including appendices, charts, etc. The paper is due on the day indicated below in the schedule at the beginning of class. The group grade on the project will be based on the written product, peer evaluations and your presentation.

When the group project is turned in the group members also will submit a peer evaluation of the contribution of each group member to the product as a whole. The norm is to assign one group grade to each group member; however, I reserve the right to alter the allocation of grades based on strong evidence of free-riding in groups. As we will discuss in class, this policy is based on a significant body of research on social loafing in task groups.

Presentation note: We might invite folks from your project's home organization to sit in and rate your presentation.

Any paper submitted after the deadline will be penalized 25% of the grade for each day (24-hour period or fraction thereof) it is late.

### **Class Participation**

Class participation in this course is worth one-third of your total course grade. **Please be sure to read this section carefully and check in with me if you have questions or comments.** A productive learning environment requires comparable contributions of time, effort, and energy from the students. Class participation grade is divided into two components: **My assessment of your readiness and participation as well as peer ratings of the same.**

This component will occur via in class discussions of course materials and team discussions of assigned readings and cases. I will assign these points based on my own evaluation of the knowledge and understanding displayed in class, active participation and peer ratings of the same. **Please note that I give higher weight to peer ratings of your engagement during internal team discussions, how well prepared you were, etc.; worth a minimum of 50% of your class participation grade.**

Be prepared to:

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Develop responses to assigned questions prior to coming to class.
5. Actively participate during in-class group exercises.
6. Take responsibility for your in-class performance...think critically...be creative.
7. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
8. Have fun.

One caution: **While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and in some cases, hinder class development.** Many types of contributions are valued – e.g., presenting your insight into the facts of a case, suggesting cause-and-effect relationships among various events, anticipating the results of various actions, generating alternatives, or providing support for recommendations. Emotional or empathetic responses are also valued; they help to humanize discussions. Asking questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a correct answer.

Beyond the steps outlined above, this also inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Indeed, debate is much appreciated and welcomed. Also, it does not mean that you should withhold questions for risk of looking stupid. Relevant questions are always a contribution. Quantity also plays a role here; your contributing to the discussion to help it move along is also recognized (and appreciated).

**Important note: Given that class discussion grades are a third of the overall grade, your presence (both physically and mentally) is absolutely essential for F2F sessions and non-negotiable except in the case of medical/family emergencies or unforeseen events. If you have any schedule conflicts with face to face class dates listed above, it is best to drop this course.**

### **Discussion Forum on Canvas**

We will have mini learning communities on Canvas that comprise of your team members. You are expected to read and post a discussion forum reaction paper (labeled DF post in schedule below) **prior to Monday's class at 8am**. The DF column in the schedule below lists which reading is to be summarized. Note that the DF posts are typically a HBR article or TED video. Everyone on your team will then read and bring these posts to class to discuss. The guidelines and requirements for this component are as follows:

1. Begin with a quick and short summary of the purpose and main thesis of the paper/case. **(No more than a paragraph)**. (4 points)
2. List two ideas from the paper that grasped your attention. (4 points = 2 points per idea)
3. Relate the two ideas above to a) course material and/or b) your work experience and/or c) current events in the business world. (4 points = 2 points per relation)
4. End with a critical question or solutions for in-class discussion. (4 points)
5. Discussion post formatting: Your overall discussion post should be no more than 1 page, single-spaced with 12-point font and 1-inch margins. The post should be an original and unique reaction paper. (4 points)

Your posts will receive full credit if they are a) stylistically and grammatically accurate; b) meet all five criteria above and are c) timely.

This component of the course is worth 100 points at 20 points/post \* 5 posts throughout the semester.

**Any posts after Monday morning at 8am automatically invoke zero credit for that week. This is non-negotiable. Be mindful of technology glitches/travel/other interruptions and upload your work early.**

### **Additional Information**

- Attendance Policy. Although I do not take formal attendance, regular attendance is mandatory (see note above regarding class participation). This class requires active participation. Often, we'll have groups discuss a case or participate in an exercise in class; if you miss the class, you miss the learning experience and associated participation grades.
- Should you miss a class due to illness, employment responsibilities, personal or family emergency, business or athletic team travel, you are responsible for getting missed notes from a classmate. Insert classmate emails here: \_\_\_\_\_, \_\_\_\_\_.
- Arrive to class ON-TIME and prepared.
- If you are having any problems at all, PLEASE go to the office hours.
- No electronic devices on during class-time without permission from the instructor.

**Course Details\*\***

Learning Module <i>(Online weeks are bolded and italicized)</i>	Topic	Readings	Module objectives (Tie in with Course Objectives - CO)	Assessment
Module 1 1/13	Intro to Human Behavior  Group Projects	RJ#1	<ol style="list-style-type: none"> <li>1. Identify the main objectives of organizational behavior (CO #1)</li> <li>2. Introduction to group projects</li> </ol>	
Module 2 1/27	Attitudes and Job satisfaction	RJ#3  <b>DF Post 1:</b> <b>HBP Case - GACL:</b> Balancing Employee Satisfaction and Productivity (*HBP course pack reading)	<ol style="list-style-type: none"> <li>1. Define work attitudes (CO#1)</li> <li>2. Identify how work attitudes impact work outcomes (CO#1)</li> <li>3. Describe and analyze how to analyze satisfaction survey results (CO#1, 2 &amp; 4)</li> </ol>	In-class participation & DF post <b>Discussion Forum Post 1 due by 8 a.m. on 1/27</b> <i><b>DF post 1 due (See grading rubric)</b></i>
<b>Module 3</b> <b>2/03</b>	<b>Group projects</b>	<b><u>Group projects</u></b> <b>Review Module 3 and Getting Started folder on Canvas</b>	<ol style="list-style-type: none"> <li>1. <b>Identify and confirm potential clients</b></li> <li>2. <b>Identify potential topics/research questions</b></li> </ol>	
Module 4 2/10	Personality and Values	RJ#5	<ol style="list-style-type: none"> <li>1. Define personality and values (CO#1)</li> <li>2. Identify how personality and values impact work outcomes (CO#1)</li> </ol>	In-class participation

<b>Module 5</b> 2/17	<b>Group projects</b>	<b><u>Group projects</u></b> <b>Review Module 5 and Getting Started folder on Canvas</b>	<b>1. Work on client approval documents</b>	<b><u>Client approval documents due on Canvas by end of class time – 1 copy per team</u></b>
Module 6 2/24	Emotions	RJ#4  <b>DF Post 2:</b> <b>HBR article - When Executives Burn Out (HBR Classic) by Harry Levinson (on Canvas)</b>	1. Define emotions, (CO#1) 2. Describe and analyze emotional labor and burnout affect work outcomes (CO#1, 2 & 4)	In-class participation & DF post  <b><u>DF post 2 due (See grading rubric)</u></b>
<b>Module 7</b> 3/09	<b>Group projects</b>	<b><u>Group projects</u></b> <b>Review Module 7 and Survey Development folder on Canvas</b>	<b>1. Find measures</b> <b>2. Build surveys for TA approval</b>	<b><u>Email finalized group project surveys to TA by end of class – 1 copy per team</u></b>
Module 8 3/16	Motivation Applications, Performance Management	RJ#7, RJ# 8  <b>DF Post 3:</b> <b>HBP case - Leading Change in the General Surgery Unit (*HBP course pack reading)</b>	1. Define motivation concepts (CO#1) 2. Identify how motivation impact work outcomes (CO#1) 3. Describe and analyze how motivation concepts affect work outcomes (CO#1, 2 & 4) 4. Describe and analyze how effective performance appraisals work (CO#1, 2 & 4)	In-class participation & DF post  <b><u>DF post 3 due (See grading rubric)</u></b>
<b>Module 9</b> 3/23	<b>Group projects</b>	<b><u>Group projects</u></b>	<b>1. Analyze data collected for group projects</b>	<b><u>NA</u></b>

		<i>Review Module 9 and Data Analysis folder on Canvas</i>	2. <i>Formulate client recommendations</i>	
Module 10 3/30	Power and Politics	RJ #13  <b>DF Post 4:</b> <b>HBP mini-case:</b> Thomas Green: Power, Office Politics and a Career in Crisis (*HBP course pack reading)	1. Identify the role of power and political behavior in organizations (CO#1) 2. Describe and analyze how politics can be applied to improve career outcomes (CO#1, 2 & 4)	In-class participation & DF post  <b><u>DF post 4 due</u></b> (See grading rubric)
<b>Module 11</b> 4/06	<b>Intro to Leadership</b>  <i>Catch up on team projects</i>	<b>RJ #12</b>	1. <b>Identify the main theories in leadership studies (CO#1)</b> 2. <b>Describe and analyze how effective leadership could be developed (CO#1, 2 &amp; 4)</b>	<b><u>NA</u></b>
Module 12 4/13	Leadership contd. & Contemporary leadership topics	<b>DF Post 5:</b> <b>HBR Article</b> Women and the Labyrinth of Leadership by Alice H. Eagly, Linda L. Carli (on Canvas)  <b>HBP case</b> - The Maestro: Marin Alsop-leading "under a huge magnifying glass" (*HBP course pack reading)	1. Describe and analyze nuanced predictors and outcomes of leadership (CO#1, 2 & 4) 2. Describe and analyze how gender affects business leadership (CO#1, 2 & 4)	In-class participation & DF post  <b><u>DF post 5 due</u></b> (See grading rubric)

<b>Module 13</b> <b>04/20</b>	<b>Group projects</b>	<b><u>Group projects</u></b> <b>Review syllabus and</b> <b>Module 14 on Canvas</b>	<b>1. Finish writing final group</b> <b>report</b>	Overall group project grade  <b><u>Group reports due on Canvas at</u></b> <b><u>end of class – 1 copy per team</u></b>
Module 14 4/27	Final in-class presentations			Overall group project grade
Module 15 5/04	Final in-class presentations			Overall group project grade

\* DF – Discussion forum post due on Canvas by Monday at 8 am.

\*\* *Note: This is a flexible course schedule. Dr. Gooty reserves the right to change this schedule and/or syllabus to accommodate unanticipated events and maximize student learning.*

## **THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY**

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases, the course grade is reduced to F.

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### **Belk College of Business Statement on Diversity**

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status

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## **Plagiarism** (Thank you to Dr. Doug Pugh for constructing the below content)

Over the past several years I have noticed a growing problem with plagiarism at both the undergraduate and graduate level. When confronted, students have claimed either (a) ignorance as to what constitutes plagiarism, or (b) that they "just forgot" to include the appropriate citations. The purpose of this document is to make the meaning and definition of plagiarism perfectly clear by providing formal definitions and numerous examples. Its purpose also is to make you aware that this is an issue I take very seriously, and, as such, you should too as you prepare your formal written work for this course.

The material below is taken from the UNCC Code of Student Academic Integrity (on the web at <http://www.uncc.edu/policystate/ps-105.html>). This is a useful resource if you have any questions regarding plagiarism or other matters of academic integrity. However, the best way to get an answer if you are in any way confused is simply to ask me.

According to the UNCC Code of Academic Integrity: "*Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge*". The two most common areas where plagiarism is an issue come in the use of direct quotations and in paraphrasing.

*Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.*

*EXAMPLE: The following is an example of an unacknowledged direct quotation:*

*Original Source: "To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it." (From Robert M. Duran, *Chaucer and the Shape of Creation*, Howard University Press, 1967, p. 187.)*

*Student Paper: "To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it."*

*Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." or "according to Rousseau . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice*

to notify the reader of any preceding or succeeding paraphrased material.

*EXAMPLE: The following is an example of an unacknowledged paraphrase:*

*Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature." (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", *University of Virginia Law Review*, November 1969, footnotes omitted.)*

*Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."*

Both of the above examples are plagiarized because, in the student's papers, there is no acknowledgement given of the original authors. Reading the student paper gives the impression that those were his/her thoughts and ideas rather than those of the original author. That, in a nutshell, is the essence of plagiarism.

Here is an example of plagiarism from a student paper here at UNCC. The original article is "Determinants of Job Satisfaction of Municipal Government Employees" by Mark C. Ellickson and Kay Logsdon, in the journal State and Local Government Review. The first two paragraphs of the article are reproduced below.

ORGANIZATIONAL SCHOLARS have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

Despite researchers' and practitioners' interest in job satisfaction among workers generally, few studies have sought to explain variation in job satisfaction among government employees, especially municipal employees, one of the fastest-growing sectors of the U.S. workforce. Over 11 million people.....

Now, look at the first two paragraphs of the submitted student paper.

## Introduction

*Job Satisfaction plays a central role in the study of behavior at work. It is one of the most widely discussed and enthusiastically studied constructs in Organizational Behavior. The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized) (Ellickson and Logsdon 2001). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).*

*In this project, we studied a workgroup and measured its employees' job satisfaction and dissatisfaction using Herzberg's Two-Factor Theory. The scope of the project is to identify the motivator (satisfier) factors and the hygiene (dissatisfier) factors, analyze them and come up with the measurement. Criticism of the two-factor theory suggests that the research methodology looked only at satisfaction, not at productivity and that the relationship between satisfaction and productivity is assumed (Robbins 2003). As would be discussed in this paper, we also looked at productivity measured against, the workgroup's goals and objectives to validate the assumption.*

Make sure you understand why this is an example of plagiarism!! First, the student paper takes a direct quote from the article by Ellickson & Logsdon. Although they do include a reference at the end of the second sentence, the passage immediately before the reference should be contained in quotation marks, and a page number from the original source should be provided, because they have taken a direct quote from the original source. The most glaring offence, however, occurs in the 2 sentences following the Ellickson and Logsdon 2001 reference. There is nothing to indicate that the 2 sentences beginning "*Satisfied workers also tend....*" are anything other than the student's own work. The reader would assume that those thoughts and words were the student's original ideas; that the students had identified the articles by Schnake 1991, Organ and Ryan, 1995, and Spector, 1997, and reached conclusions based on those articles which they

wrote in those two sentences. Of course, this is not true. The entire first paragraph is taken straight from the Ellickson and Logsdon article, but there is nothing to indicate this in the student submission.

I include this lengthy discussion because representing the work of another person as your own is serious business. Make sure you understand the basic rules outlined above. And if you have any questions, by all means just ask me. Because I go to great lengths to make this point clear, any instances of plagiarism will be dealt with according to the established rules of UNCC, and penalties may range from failure in the course to expulsion from the University. This is one area where I make no exceptions.