Project guidelines for ORGB 3201:

The final project will build on Organizational Behavior concepts and apply analytical skills that you are developing in this course. The project will provide you with an opportunity to explore a specific industry based on your work experience and connect it one of OB "individual level mechanisms" and one of "group/organizational level mechanisms" as detailed in the integrative framework (see Colquitt textbook).

As you know from this model, the individual level end results that organizations strive for are increasing job performance and increasing organizational commitment. The first task for the project is to consider these outcomes, and discuss and decide with your partner what are the problem and/or improvement areas for the organization(s) you chose.

Deliverable I: Proposal

Your first deliverable will be a project proposal. This should include your organizational focus, topical focus and methods focus described. Organizational focus should give some brief information about the company or industry you are focusing on (i.e. if you were both in the same organization, you can limit your scope to that organization; if you were in different organizations in the same industry, you can widen your scope to industry level).

Topical focus should outline which of the individual level mechanisms and which of the group/organization level mechanisms will be your focus. In other words, please explain what are the pain points in the organization in terms of **ONE** individual mechanism (i.e. Job Satisfaction, Stress, Motivation, Trust, Learning & Decision Making) and provide some evidence as to the reasons using **ONE** group/organizational level mechanisms (i.e. Team Design, Team Processes, Leadership, Power and Politics, Organizational Structure, Organizational Culture).

Ideally, the topics would be chosen according to a connected story line. For example: "XYZ has a competitive organizational culture, which is causing high levels of hindrance stress that results into high turnover". However, the concepts that you deem the most important might not fall into a neat connected story. You could observe/claim the stress levels to be high that cause issues AND leadership style to be autocratic that cause another set of issues. If that is the case, you can write your report considering two separate concepts.

Methods focus should delineate whether you have access to the organization and you plan to collect primary data or you will be using secondary data (i.e. academic and business press sources of high repute; see the list below).

Deliverable II: Presentation

Project presentation is a 4-8 slide/5-10 minute presentation about your project. This will be delivered during the last class. The slides should include a very brief description of the scope, the problems observed, the topics chosen and the solutions proposed.

Deliverable III: Final Report

The final report should include introduction, in depth analysis of both topics (combining **Evidence** from your company research and experience, with **Reasoning** from course frameworks AND your research in literature), proposed changes (again using course frameworks AND research) and Action steps for implementing those changes (using our last topic, organizational change).

References: Below is a list of prominent journals both in business press and academic publications. Please use these references throughout the project to find appropriate supporting material for your paper.:

Business Press:

- HBR
- Sloan Management Review
- California Management Review
- Economist
- Business Week
- WSJ
- Financial Times
- New York Times (Business Section)
- Newsweek
- Human Resource Management

   Academic journals:

- Academy of Management series (journal, review, perspectives)
- Leadership Quarterly
- Strategic Management Journal
- Organization Science
- Journal of Applied Psychology
- Journal of Management
- Journal of Experimental Social Psychology
- Psychological Bulletin
- Journal of Organizational Behavior
- Psychological Review
- OB and Human Decision Processes
- Social Networks
- European Management Review

- Personnel Review
- Journal of Personality and Social Psychology
- Business Horizons

- Research in Organizational Behavior
- Leadership
- British Journal of Industrial Relations
- Organization Studies
- European Management Journal
- Group and Organization Management
- Cross cultural Management
- Gender, Work and Organization
- Journal of management Inquiry
- European Business Review
- Journal of General Management
- Competition and Change
- International Journal of Management
- Work, Employment and Society
- Work and Occupations
- Organizational Dynamics
- Group Processes and Intergroup Relations
- Negotiation Journal
- Leadership Quarterly
- Leadership and Organizational Development

Also, you can check out the Top 45 most influential management journals as listed in the Financial Times (across disciplines, not just OB) at
http://www.ft.com/intl/cms/s/2/3405a512-5cbb-11e1-8f1f-00144feabdc0.html#axzz2fjOWQD7G

You should critically evaluate all other information sources using the following criteria:

• Outlet where it was published
Does is seem to be widely circulated and cited?
Is it on the list of suggested sources? Is it in an NU database?
Is it highly ranked (ask me about journal rankings or google the term)?
Is it peer reviewed? Does it, in turn, cite reputable sources?
• Authors (and "Experts" Cited in Business Articles)
What is their overall credibility? What is their experience and education regarding the topic?
Do other people rely on their work?
What is the nature of their work and basis of expertise on the topic?
• Evidence
What sources or experts are cited? How subtle are their arguments? Do they address likely contingencies and limitations of their work?
What type of research design do they use (for academic research sources)? What type of data or evidence do they draw on (for academic and business press sources)? How generalizable and valid do their findings seem to be?

Some local resources that might help you with writing and literature research:

Northeastern's Writing Center (for support on written assignments)

http://www.northeastern.edu/english/writing-center/

Northeastern's Business Research Resources (for researching business-related topics)

http://subjectguides.lib.neu.edu/business

You can use any citation standard (APA, AoM, etc.), as long as you are consistent throughout your paper. Here is a useful site that talk about cites:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Make sure you carry out proper research through the library. Every source should -at the very least- have title, author, date, source (journal, book, etc.) at the references section. You should also have an in-text citation with author and year.

Formatting details:

As a format, you can use 11 or 12pt Times New Roman, 1,5-2 spacing, and Normal margin settings (1" all around). Expected length of the paper would be about 10 pages, though this is not a set-criteria as we talked in class.

The rubric, as outlined in the syllabus, pertains mostly to the writing style assessments. Please note that Insight and Organization portions hold more weight in evaluations.

	ORGANIZATION	CONTENT DEVELOPMENT/INSIGHT	SENTENCE STRUCTURE	WORD CHOICE/GRAMMAR
A	**Exemplary Organization** • Strategically placed topic sentence • Clear and logical order • Strong introductory paragraph, supporting paragraphs and concluding paragraph • Sophisticated transition within and between sentences, ideas and paragraphs	**Exemplary Development** • Sophisticated development of the topic • Sophisticated thesis statement and development of informative and persuasive writing • Well executed progression of ideas • Strong use of examples, evidence or relevant literature • Strong use of analogies, illustrations or personal anecdotes • Demonstrates complete understanding of the topics, and provides impressive insight/analysis.	**Exemplary Sentence Structure** • Sophisticated and well controlled sentences • Sentence variation (simple, compound, complex, compound-complex) • Variation of phrases and clauses (gerund, participial, infinitive; subordinate clauses)	**Exemplary Word Choice/ Grammar Usage** • Vivid, precise,/concise, relevant, Consistent grammar usage • Subject/verb agreement • Verb (tense and usage) • Pronoun usage • Adjective/Adverb Needs little or no editing (proper spelling, punctuation)

	Effective Organization	Effective Development	Effective Sentence Structure	Effective Word Choice/ Grammar Usage
B	• Effectively placed topic sentence • Clear and logical order • Introductory paragraph, supporting paragraphs and concluding paragraph • Purposeful transition within and between sentences, ideas and paragraphs	• Appropriate development of the topic • Appropriate thesis statement and development • Clear progression of ideas • Clear use of examples, evidence or relevant literature • Clear use of analogies, illustrations or anecdotes • Considerable understanding of the topic, and some novel insight/analysis.	• Complete and correct sentences • Sentence variation (simple, compound, complex, compound-complex) • Variation of phrases and clauses	• Appropriate, precise/concise, clear • Mostly consistent grammar usage Needs some editing
	Adequate Organization	**Adequate Development**	**Adequate Sentence Structure**	**Adequate Word Choice/ Grammar Usage**
C	• Clearly stated topic sentence • Evidence of a logical order • Introductory paragraph, supporting paragraphs and concluding paragraph • Appropriate transition within and between sentences, ideas and paragraphs	• Sufficient development of the topic • Sufficient thesis statement and development of informative and persuasive writing • Progression of ideas • Sufficient use of examples, evidence and/or relevant literature • Sufficient use of analogies, illustrations or anecdotes • Some understanding of the topic, and incomplete insight/analysis.	• Complete and correct sentences • Sentence variation (simple, compound, complex, compound-complex) (errors in more complex sentence structure do not detract) • Variation of phrases and clauses (gerund, participial, infinitive; subordinate clauses)	• Appropriate, specific • Somewhat consistent grammar usage Needs editing but doesn't impede readability
	Limited Organization	**Limited Development**	**Limited Sentence Structure**	**Limited Word Choice/ Grammar Usage**
D	• Poorly stated topic sentence • Some evidence of organization • Introductory paragraph and concluding paragraph with limited supporting paragraphs • Repetitive use of transition	• Limited development of the topic • Limited thesis statement and development of informative and persuasive writing • Limited progression of ideas • Limited use of examples, evidence and/or relevant literature • Limited use of analogies, illustrations or anecdotes • Limited understanding of the topic, and little insight/analysis	• Minor errors in sentence structure • Limited sentence variation (simple, compound, complex, compound-complex) (errors in more complex sentence structure begin to detract) • Limited use of phrases and clauses	• Vague, redundant, simplistic • Several inconsistencies in grammar usage Spelling mistakes begin to impede readability
	Minimal Organization/Minimal Response	**Minimal Development/Minimal Response**	**Minimal Sentence Structure/Minimal Response**	**Minimal Word Choice/ Grammar Usage/Minimal Response**
F-Rewrite?	• Lack of acceptable topic sentence • Lacks clear organizational pattern, sequencing of ideas and/or paragraphing • May lack introductory paragraph, supporting paragraphs and/or concluding paragraph • Ineffective or overused transition	• Minimal development of the topic • Minimal thesis statement • Lacks a logical progression of ideas • Minimal use of examples, and/or relevant literature • Minimal use of analogies, illustrations or anecdotes • Limited understanding of the topic, and little insight/analysis	• Contains fragments and/or run-ons • Minimal sentence variation (simple, compound, complex, compound-complex) (errors in sentence structure detract) • Minimal use of phrases and clauses	• Inadequate, imprecise, repetitive • Frequent inconsistencies in grammar usage Impedes readability
	Inadequate Organization	**Inadequate Development**	**Inadequate Sentence Structure**	**Inadequate Word Choice/ Grammar Usage**
F	• Lacks stated topic • No logical pattern; difficult to follow • Inadequate paragraphing • Little or no transition	• Little or no development of the topic • Unclear thesis statement • Unclear or no focus	• Contains numerous fragments and/or run-ons • Little or no sentence variation (simple,	• Rambling, inappropriate, incorrect, unclear • Distracting inconsistencies in grammar usage

		• Few or no examples, evidence and/or relevant literature • Little use of analogies, illustrations or anecdotes • Minimal understanding of the topic, and few or no real insight or analysis.	compound, complex, compound-complex) (errors in sentence structure detract) • Little or no use of phrases and clauses	• Spelling mistakes Impedes understanding/communication