

## 17.8: Assignments



The assignments in this course are openly licensed, and are available as-is, or can be modified to suit your students' needs. Selected answer keys are available to faculty who adopt Waymaker, OHM, or Candela courses with paid support from Lumen Learning. This approach helps us protect the academic integrity of these materials by ensuring they are shared only with authorized and institution-affiliated faculty and staff.

If you import this course into your learning management system (Blackboard, Canvas, etc.), the assignments will automatically be loaded into the assignment tool.

### Sun City Boards Assignments and Discussions

Half of the written assignments and discussions are based on a case study, whose focus is a fictional high-end surfboard company, Sun City Boards, which is also highlighted in the Why It Matters and Putting it Together in Module 3: Planning and Mission. Many of these assignments take the form of asking students to give Tom, the company's inexperienced owner, advice about how he can run his business more effectively. The Sun City Boards assignments create a common framework for applying knowledge and skills developed through the course, encouraging students to demonstrate mastery of the content through real-world tasks and work products.

### Alternate Assignments and Discussions

The other half of the written assignments and discussions use a variety of approaches, depending on the subject and learning outcome being assessed; many ask students to go beyond course content to form connections between research topics and what they've learned in class.

### Using Assignments

We recommend assigning one discussion OR one assignment per chapter, rather than all of them. Some instructors prefer to stick with the Sun City Boards theme throughout the course; others like to use some of the alternates along the way. You can view any assignments or discussions below or throughout the course.

You can view them below or throughout the course:

Module-Aligned Assignments and Alignment

Module Alignment	Sun City Boards Assignment	Alternate Assignment
Module 1: Introduction to Management	<a href="#">Assignment: Evaluating Sun City Boards</a>	<a href="#">Assignment: Primary Functions of Management</a>
Module 2: History of Management	<a href="#">Assignment: Sun City Boards' Management Style</a>	<a href="#">Assignment: History of Management</a>
Module 3: Planning and Mission	<a href="#">Assignment: Creating a Plan for Sun City Boards</a>	<a href="#">Assignment: Mission Impact on Business Practice and Employee Behavior</a>
Module 4: Environments and Strategic Management	<a href="#">Assignment: Strategizing for Sun City Boards</a>	<a href="#">Assignment: Environmental Scanning</a>
Module 5: Decision Making	<a href="#">Assignment: Decision Making at Sun City Boards</a>	<a href="#">Assignment: Your Decision-Making Process</a>
Module 6: Organizational Structures	<a href="#">Assignment: An Organizational Structure for Sun City Boards</a>	<a href="#">Assignment: Organizational Structures</a>
Module 7: Human Resource Management	<a href="#">Assignment: Hiring at Sun City Boards</a>	<a href="#">Assignment: Memo to Costco's CEO</a>
Module 8: Groups, Teams, and Teamwork	<a href="#">Assignment: Team Plan for Sun City Boards</a>	<a href="#">Assignment: Leadership Competition</a>
Module 9: Culture and Diversity	<a href="#">Assignment: Memo on Diversity at Sun City Boards</a>	<a href="#">Assignment: What Is Diversity?</a>
Module 10: Leadership	<a href="#">Assignment: Leadership at Sun City Boards</a>	<a href="#">Assignment: Evaluating Leadership</a>
Module 11: Motivation	<a href="#">Assignment: The "Chief Motivator" at Sun City Boards</a>	<a href="#">Assignment: Motivation</a>
Module 12: The Individual and the Organization	<a href="#">Assignment: New Operational Plans at Sun City Boards</a>	<a href="#">Assignment: Personality and Performance</a>
Module 13: Ethics in Business	<a href="#">Assignment: Culture Survey at Sun City Boards</a>	<a href="#">Assignment: Memo to 3M CEO</a>
Module 14: Communication	<a href="#">Assignment: Communication Plan for Sun City Boards</a>	<a href="#">Assignment: Communications Failures in the World</a>
Module 15: Control	<a href="#">Assignment: Controls at Sun City Boards</a>	<a href="#">Assignment: Financial Controls vs. Balanced Scorecard</a>

## Open Pedagogy Assignments and Alignment

Assignment	Module
<a href="#">Why It Matters To You</a>	Module 1: Introduction to Management
<a href="#">Midterm Muddiest Point</a>	Module 8: Groups, Teams, and Teamwork
<a href="#">End of Term Reflection</a>	Module 16: Globalization and Business

## Rubric for Assignments

There is also a sample rubric to assist you in grading. Instructors may modify these guidelines or use their own.

Criteria	Inadequate (40%)	Minimal (60%)	Adequate (80%)	Exemplary (100%)	Total Points
Organization and format	<b>2 pts</b> Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information.	<b>3 pts</b> Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented.	<b>4 pts</b> Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.	<b>5 pts</b> Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently.	<b>5 pts</b>
Content	<b>8 pts</b> Some but not all required questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.	<b>12 pts</b> All required questions are addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.	<b>16 pts</b> All required questions are addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	<b>20 pts</b> All required questions are addressed with thoughtful in-depth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	<b>20 pts</b>

Criteria	Inadequate (40%)	Minimal (60%)	Adequate (80%)	Exemplary (100%)	Total Points
Development—Critical Thinking	<b>8 pts</b> Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented.	<b>12 pts</b> Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/ or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn.	<b>16 pts</b> Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	<b>20 pts</b> Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.	<b>20 pts</b>
Grammar, Mechanics, Style	<b>2 pts</b> Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding.	<b>3 pts</b> Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content.	<b>4 pts</b> Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content.	<b>5 pts</b> Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content.	<b>5 pts</b>
				Total:	50 pts

## Discussions

The following discussion assignments will also be preloaded (into the discussion-board tool) in your learning management system if you import the course. They can be used as is, modified, or removed. You can view them below or throughout the course.

### Discussions and Alignment

Module Alignment	Sun City Boards Discussion	Alternate Discussion
Module 1: Introduction to Management	<a href="#">Discussion: Successful Management at Sun City Boards</a>	<a href="#">Discussion: The Importance of "Why"</a>
Module 2: History of Management	<a href="#">Discussion: Sun City Boards' Management Toolbox</a>	<a href="#">Discussion: How the Past Influences the Present</a>
Module 3: Planning and Mission	<a href="#">Discussion: Sun City Boards' Values Statement</a>	<a href="#">Discussion: Mission Accomplished?</a>
Module 4: Environments and Strategic Management	<a href="#">Discussion: SWOT Analysis for Sun City Boards</a>	<a href="#">Discussion: The Strategy Behind Your Favorite Product</a>
Module 5: Decision Making	<a href="#">Discussion: Improving Decision Making at Sun City Boards</a>	<a href="#">Discussion: Could These Bad Decisions Have Been Avoided?</a>
Module 6: Organizational Structures	<a href="#">Discussion: Sun City Boards' Organizational Structure</a>	<a href="#">Discussion: Considering Organizational Structures</a>
Module 7: Human Resource Management	<a href="#">Discussion: Temporary Workers at Sun City Boards</a>	<a href="#">Discussion: Show Me the Benefits</a>
Module 8: Groups, Teams, and Teamwork	<a href="#">Discussion: Team Dynamics at Sun City Boards</a>	<a href="#">Discussion: What Makes Teams Successful?</a>

Module 9: Culture and Diversity	<a href="#">Discussion: Hostile Culture at Sun City Boards</a>	<a href="#">Discussion: Evaluating Company Culture</a> <a href="#">Discussion: Color Blind or Color Brave?</a> <sup>[1]</sup>
Module 10: Leadership	<a href="#">Discussion: Sun City Boards' Self-Leadership Audit</a>	<a href="#">Discussion: What Makes a Good Leader?</a>
Module 11: Motivation	<a href="#">Discussion: Sun City Boards Employee Rewards</a>	<a href="#">Discussion: Rethinking Motivation</a>
Module 12: The Individual and the Organization	<a href="#">Discussion: Biases at Sun City Boards</a>	<a href="#">Discussion: Exploring Personality in the Workplace</a>
Module 13: Ethics in Business	<a href="#">Discussion: Sun City Boards' Code of Ethics</a>	<a href="#">Discussion: Are They Simply Guidelines?</a>
Module 14: Communication	<a href="#">Discussion: Sun City Boards' Managers and Team Leaders</a>	<a href="#">Discussion: Communication Breakdown on Mars</a>
Module 15: Control	<a href="#">Discussion: Developing Balanced Scorecard for Sun City Boards</a>	<a href="#">Discussion: Out of Control</a>
Module 16: Globalization and Business	<a href="#">Discussion: Global Business Practices for Sun City Boards</a>	<a href="#">Discussion: Managing Globalization</a>

### Rubric for Discussion Posts

There is also a sample rubric to assist you in grading. Instructors may modify these guidelines or use their own.

Criteria	Not Evident	Developing	Exemplary	Points
Submit your initial response	<b>0 pts</b> No post made	<b>2 pts</b> Post is either late or off-topic	<b>5 pts</b> Post is made on time and is focused on the prompt	5 pts
Respond to at least two peers' presentations	<b>0 pts</b> No response to peers	<b>2 pts</b> Responded to only one peer	<b>5 pts</b> Responded to two peers	5 pts
			<b>Total:</b>	<b>10 pts</b>

1. This discussion invites conversation on race, which might require additional monitoring and involvement from instructors. This blog post from the Choices Program at Brown University contains links to helpful resources to facilitate talking about race in the classroom: "[Approaching Race in the Classroom, Actively](#)"↵

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