



CLASSROOM: Web-Based Course
MEETING TIME: See Course Schedule for Assignment Due Dates
NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.

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Office: CBT 311
Office Hours: VIRTUAL OFFICE
Phone: (The best way to reach me is through email)

REQUIRED TEXT:

Bauer, T., & Erdogan, B. (2010). *Organizational Behavior*, v. 1.1. ISBN: 978-1-4533-2768-5.

***This book can be purchased directly from Flat World Knowledge (www1.flatworldknowledge.com) with the following available options:**

Student Formats and Costs:

- **Digital All Access Pass: \$42.00**
Includes—Access to online, offline, and eBook formats: online book with Study Pass, chapter PDFs, and eBook files for tablets, e-readers, and smartphones.
- **Study Pass: \$24.00**
Includes—Access to the online book only with study tools like note-taking and highlighting; study aids like flashcards; and study view, which collapses each chapter into key terms and key takeaways. ***This \$24 option is acceptable for my class.***
- **Black & White Print Textbook: \$69.00**
Includes—A black and white hard-copy text plus bonus access to online and eBooks.
- **Color Print Textbook: \$134.00**
Includes—A color hard-copy text plus bonus access to online book.

***This book is also available for purchase through the TAMU-Commerce bookstore.**

- **Cost New: \$40.00; Cost Used: \$32.00**

COURSE OVERVIEW AND OBJECTIVES:

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This course is designed to provide an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial performance, as well as a variety of related organizational behavior topics. It focuses on such areas as developing self-awareness, creative problem-solving, supportive communication, the use of power and influence, motivation techniques, and managing conflict. Upon completion of this course, you should be able to:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management.
- Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams.

- Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts.

COURSE FORMAT:

This course is entirely web-based. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to login to ecollege regularly. PowerPoint slides will be available for each of the Robbins et al. book chapters; under the “Doc Sharing” tab. ALL of the handouts and assignments will also be posted on eCollege, under the Doc Sharing tab. You should submit all of your work in a format that is compatible with **Microsoft Office 2007/2010** and post it in the appropriate “Dropboxes” it is due. I will also facilitate an introductory Class Live Pro session at the beginning of the course in order to answer any questions or concerns about the course. PowerPoint slides will be available for each of the book chapters, under the “Doc Sharing” tab. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. I will also facilitate a few chat sessions during the course in order to answer any questions or concerns about the course and discuss some of the material. Dates and times for these chats will be announced at a later date. ALL assignments will also be posted on eCollege, under the “Doc Sharing” tab. You should submit all of your work in a format that is compatible with **Microsoft Office-Windows 7** and post it in the appropriate “Dropboxes” it is due. The final exam will be available early in the semester, under the “Doc Sharing” tab.

COURSE SCHEDULE:

A course schedule is included on the fifth page of this syllabus.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

STATEMENT ON ACADEMIC INTEGRITY:

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

An academic honesty policy has been posted under the “Doc Sharing” tab. You should read this document, initial it, and submit it to me via its corresponding “Dropbox”.

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamU-commerce.edu

TENETS OF COMMON BEHAVIOR STATEMENT:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

UNIVERSITY NONDISCRIMINATION STATEMENT:

Texas A&M University-Commerce is commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is “electronic” nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 585 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. Start working on each assignment as soon as you possibly can and make sure that you have the all assignments submitted by the specified due dates. You **MUST** turn in all written assignments **ON TIME**. You will have until **8:00 AM CST** to submit the work that is listed in the far right, “All Assignments Due” column of the course schedule provided on the fifth page of this syllabus. I will accept late assignments. However, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. If you do not meet the 8:00 AM deadline (even by one or two minutes), I will deduct 10 points. If you do not turn the assignment in by 8:00 AM CST the next day, I will deduct an additional 10 points, and so on. Saturdays and Sundays count towards the total days late.
 3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.
 4. **Please submit assignments in a format that is compatible with Microsoft Office 2007/2010.** Please save all documents as doc/docx files.
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.
- **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Case Assignments (2 @ 100 Points Each)	Individual	200 points	40%
Exams (2@ 100 Points Each)	Individual	200 points	40%
Leadership Assignment	Individual	100 points	20%

GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

Incomplete - Must be previously agreed upon by student and instructor.
Withdrawal - Must be initiated by the student administratively.

CASE ASSIGNMENTS:

Throughout the semester, you will be required to analyze two cases that will be provided to you or readily accessible via one of the TAMUC Library Databases (ABI-Inform, Business Source Complete, etc.). The case work is worth a total of 200 points (40% of your course grade), so take it seriously. Specific instructions, entitled “Case Instructions”, for the cases will be posted on eCollege, under the “Doc Sharing” tab. The analyses should be submitted to the “Dropbox” designated for that case. The document must be compatible with Microsoft Office-Windows 7. A grading rubric for the case assignments can be found at the end of this syllabus and in the “Case Instructions” document posted in Doc Sharing.

EXAMS:

The midterm and final exams will test your comprehension of the assigned text via multiple-choice questions. The midterm exam will cover the material from the first half of the course and the final exam will cover the material from the second half of the course. These exams can be accessed in eCollege, under the weekly tab in which each exam is assigned. Make sure you are prepared to take the exam before clicking on the start button. These exams will be timed and you may only attempt them once.

LEADERSHIP ASSIGNMENT:

This assignment requires you to capture the essence of the culture of an organization that you belong to or have belonged to in the past (i.e., work organization, volunteer organization, etc.). The instructions for this assignment will be posted under the “Doc Sharing” tab in eCollege.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you log onto the eCollege site for this course **SEVERAL TIMES** a week. This is your way of “attending” the class. I will also facilitate a Class Live Pro session in the first week of the semester. I will schedule more sessions as and when needed. Times and date for the first session is listed in the schedule. It is not required that you participate in the Class Live Pro, but it is a great opportunity to communicate with me and your fellow students and to ask questions and gain clarification on any issues you may have. In order to get to the chat room: (1) Click the “Live” tab at the top of the eCollege course screen; (2) Click “[Class Live](#)” to enter the main discussion room for this course; then “Click the Join Session Button to Enter in Class Live Pro Session”.

- ❖ **IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**
- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**

WEEK & DATE	ASSIGNED CHAPTER READINGS	ALL ASSIGNMENTS DUE BY 8:00 AM ON THIS DAY
1. June 6	T: Chapter 1—Organizational Behavior Read, Initial, and Submit the Honesty Policy	
2. June 8	T: Chapter 2— Managing Demographic and Cultural Diversity	Class Live Session- 7:00-8:00 PM (Wednesday 06-08) Honesty Policy (06-08)
3. June 10	T: Chapter 3—Understanding People at Work: Individual Differences and Perception ***C: (Case 1 Assignment)	
4. June 13	T: Chapter 4—Individual Attitudes and Behaviors	
5. June 15	T: Chapter 5—Theories of Motivation	
6. June 17	T: Chapter 6—Designing a Motivating Work Environment ***Midterm Exam Assigned	Case 1 Assignment- (06-17)
7. June 20	T: Chapter 9—Managing Groups and Teams	Midterm Exam Due (06-20)
8. June 22	T: Chapter 10—Conflict and Negotiations	
9. June 24	T: Chapter 11—Making Decisions ***C: (Case 2 Assignment)	
10. June 27	T: Chapter 12—Leading People Within Organizations *** Leadership Assignment	Case 2 Assignment- (06-27)
11. July 01	T: Chapter 14—Organizational Structure and Change	Leadership Assignment (07-01)
12. July 04	T: Chapter 15—Organizational Culture ***Final Exam Assigned	
13. July 06	HAVE A WONDERFUL SUMMER!	Final Exam (07-06)

- ❖ THIS WEEKLY SCHEDULE IS TENTATIVE.
- ❖ T: ASSIGNED TEXT BOOK FOR THE COURSE
- ❖ C: CASE THAT WILL BE PROVIDED

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues and Depth of Analysis</p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p>Score:</p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p>(30)</p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p>(24)</p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(21)</p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(18)</p>
<p>Literature Review of the Managerial Issues—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.</p> <p>(30)</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p>(24-26)</p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(21-23)</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.</p> <p>(20 or less)</p>
<p>Generates Alternatives and Recommendations; Develops a Plan of Action for Implementing Recommendations</p> <p>Score:</p>	<p>Generates several high-quality alternative solutions; Recommendations are well-argued and based on thorough analysis; Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p>(27-30)</p>	<p>Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis; Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p>(24-26)</p>	<p>Generates two or more alternative solutions; Recommendations are not fully supported by the analysis; Acknowledges potential problems with implementation, but does not adequately address mitigation; The link between the problem and the action plan is logically consistent.</p> <p>(21-23)</p>	<p>Proposes only one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p>(20 or less)</p>
<p>APA Formatting of References</p> <p>Students must cite all references in APA format, in-text and on reference page.</p> <p>Score:</p>	<p>Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).</p> <p>(9-10)</p>	<p>Student cited most references properly, formatted in APA Style (a few minor errors).</p> <p>(8)</p>	<p>Student cited many references properly, formatted in APA Style (4 or more minor errors).</p> <p>(7)</p>	<p>Student cited few references properly (4 or more errors with at least 1 being a major error).</p> <p>(6 or less)</p>

Additional Grading Rubrics

Leadership Assignment

- Students will receive points for how thoroughly they discuss leadership, how leaders influence followers, and how individuals lead across organizational contexts. Their utilization of articles/references to support their discussion will also be assessed. The following rubric will be used to assess and grade your assignment.

Component	Exceeds Standards	Meets Standards	Needs Improvement
Leadership Identification	<p>Student demonstrated an advanced understanding of leadership and specific leadership approaches.</p> <p>Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p style="text-align: center;">(30)</p>	<p>Student demonstrated an understanding of leadership and specific leadership approaches.</p> <p>Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p> <p style="text-align: center;">(24-27)</p>	<p>Student was somewhat able to demonstrate an understanding of leadership and specific leadership approaches.</p> <p>Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p> <p style="text-align: center;">(Less than 21)</p>
Influencing Followers	<p>Student demonstrated an advanced understanding of how leadership and specific leadership approaches influence followers.</p> <p>Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p style="text-align: center;">(40)</p>	<p>Student demonstrated an understanding of how leadership and specific leadership approaches influence followers.</p> <p>Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p> <p style="text-align: center;">(32-36)</p>	<p>Student demonstrated an understanding of how leadership and its influence over followers may differ across organizational contexts.</p> <p>Much more references and empirical research could have been used to support the discussion. Most of the articles came from lower-level journals.</p> <p style="text-align: center;">(Less than 31)</p>
Leadership Across Organizational Contexts	<p>Student demonstrated an advanced understanding of how leadership and its influence over followers may differ across organizational contexts.</p> <p>Empirical research from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p style="text-align: center;">(30)</p>	<p>Student was somewhat able to demonstrate an understanding of how leadership and specific leadership approaches influence followers.</p> <p>Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p> <p style="text-align: center;">(24-27)</p>	<p>Student was somewhat able to demonstrate an understanding of how leadership and its influence over followers may differ across organizational contexts.</p> <p>Hardly any references or empirical research was used to support the discussion. The few articles that were used came from low-level journals or websites.</p> <p style="text-align: center;">(Less than 21)</p>
Score			