



SUMMER I SEMESTER 2020

~~MGT 585~~ – 01W: MANAGEMENT AND ORGANIZATIONAL

BEHAVIOR

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 Hours: By Appointment
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REQUIRED TEXT:

Bauer, T., & Erdogan, B. (2019). Organizational Behavior, v. 3.0. ISBN: 9781453399286 (TAMUC Bookstore-Access Code and Rental).

*The TAMUC bookstore cost for the Access Code for the v. 3.0 text is \$48.55; Rental is \$46.15 (New) and \$36.45 (Used).

*The 3.0 version of this book (ISBN: 978-1-4533-9198-3) can be purchased directly from Flat World Knowledge (<https://catalog.flatworldknowledge.com/>) with the following available options:

Student Formats and Costs:

- Online Access [Required]: \$34.95 ***This \$34.95 option is acceptable for my class☺!!!
- Online Access [Required] + Color Textbook: \$59.95

****Go to <https://students.flatworldknowledge.com/course/2592519> to purchase your textbook in the affordable format of your choice or redeem your Digital All Access Pass code.**

COURSE OVERVIEW AND OBJECTIVES:

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 D2L Brightspace course management website. Be sure to log onto D2L Brightspace and check your university e-mail regularly to see what work you are required to do. PowerPoint slides will be available for each of the book chapters, under the "Content" tab (then scroll down to the "Course

Materials" tab). We will also utilize the "Discussions" option from the "Activities" dropdown menu on D2L Brightspace. I will post topics and/or questions to generate discussion among you and your classmates. You are encouraged to respond to your classmates' questions and comments. This is the main way in which everyone (regardless of your location, time zone, etc.) can actively participate in this course. **ALL** written assignments will be posted on D2L Brightspace, under the "Content" tab (then scroll down to the "Course Materials" tab). You should submit all of your work in a format that is compatible with **Microsoft Office** and post it in the appropriate "Assignment Submission Folder" (under "Activities" and then "Assignments") when it is due. The midterm and final exams can be found under the "Activities" tab (then "Quizzes" from the dropdown menu) on the top of the D2L Brightspace screen.

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 "Course Materials" content tab. You should read this document, initial it, and submit it to me via its corresponding "Assignment Submission Folder".

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 162
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

NONDISCRIMINATION NOTICE:

Texas A&M University-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.

OPEN CARRY LEGISLATION:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to: (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 (or call 9-1-1).

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 D2L 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. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. 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. I have outlined a “suggested” schedule that I think would help you maintain a good pace, but you don’t have to follow it. However, you **MUST** turn in all written assignments **ON TIME**. You will have until **11:30 PM CST** to submit the work that is listed in the far right, “Work Due” column of the course schedule provided on the fifth page of this syllabus. I will **NOT** accept late assignments, unless you have a university-approved excuse.
 3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time. Please don’t turn in work that is only “half-finished” and then ask to add to it to finish it at a later date.
 4. **Please submit assignments in a format that is compatible with Microsoft Office.**
- **Back-ups Are Required:** You are required to back up all your assignments. 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 and 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:** Documentation to prove a university-approved excuse is required.
- **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 D2L Brightspace and e-mail.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Database-APA-Article Assignment	Individual	25 points	5%
Topic Assignments (3 @ 75 Points Each)	Individual	225 points	45%
Exams (2 @ 50 Points Each)	Individual	100 points	20%
Case Assignment (1 @ 150 Points)	Individual	150 points	30%
Course Total		500 points	100%

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.

DATABASE-APA-ARTICLE ASSIGNMENT:

This assignment will evaluate your skills in using the library databases, APA formatting, and comprehending a quality journal article. The instructions for this assignment will be posted under the “Course Materials” content tab in D2L and should be submitted to the “Assignment Submission Folder” designated for this assignment. The assignment is worth 25 points.

TOPIC ASSIGNMENTS:

You will be required to complete three assignments focusing on different topics that we will cover in this course. The three topics you will complete assignments for include: (1) individual behavior; (2) decision making; and (3) leadership and motivation. Each assignment is worth 75 points (15% of your course grade), for a total of 225 points (a total of 45% of your course grade). The instructions for each of these assignments will be posted under the “Course Materials” content tab in D2L, in documents with titles that correspond to the topic should be submitted to their respective “Assignment Submission Folders”.

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 D2L Brightspace, under the “Activities” tab (then “Quizzes” from the dropdown menu) on the top of the D2L Brightspace screen. 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. Each exam is worth 50 points.

CASE ASSIGNMENT:

At the end of the semester, you will be required to analyze a case that will be provided to you via email and posted in “Course Materials”. This assignment is worth a total of 150 points (30% of your course grade), so take it seriously. Specific instructions, entitled “Case Instructions”, for the case will be posted on D2L Brightspace, under the “Course Materials” tab. The analysis should be submitted to the “Assignment Submission Folder” designated for the case. The document must be compatible with Microsoft Office. A grading rubric for the case assignment can be found at the end of this syllabus and in the “Case Instructions” document

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 D2L Brightspace site for this course **SEVERAL TIMES** a week. This is your way of “attending” the class. As mentioned earlier, posting and responding to discussion thread questions is your main way of actively participating in the class. You are **NOT REQUIRED** to post questions and/or responses on every discussion thread, but it will help you be more involved in the class and gain more benefit from it. I will also facilitate a few chat sessions throughout the course. Times and dates for these chat sessions will be announced at a later date. It is not required that you participate in the chats, 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.

- ❖ **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, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.**
- ❖ **ON THE COURSE SCHEDULE THAT APPEARS ON THE NEXT PAGE, THE GENERAL/TOPIC ASSIGNMENTS (APA FORMATTING AND TOPIC ASSIGNMENTS), THE CASE ASSIGNMENTS, AND THE EXAMS ARE DUE BY 11:30 PM (CST) ON THE DATE APPEARING AT THE BEGINNING OF THAT ROW. ALL OF THE DATES IN THE FIRST COLUMN FALL ON MONDAYS, WEDNESDAYS, AND FRIDAYS.**

WEEK & DATE (MWF)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAMS	WRITTEN WORK DUE: BY 11:30 PM ON THIS DAY
1. June 1 (M)	T: Chapter 1—Organizational Behavior ***Read, Initial, and Submit the Honesty Policy	
1. June 3 (W)	T: Chapter 2—Managing Demographic and Cultural Diversity ***Database-APA-Article Assignment 1 Assigned	Honesty Policy Due
1. June 5 (F)	T: Chapter 3—Understanding People at Work: Individual Differences and Perception	Database-APA-Article Assignment 1 Due (6-5-20)
2. June 8 (M)	T: Chapter 4—Individual Attitudes and Behaviors ***Individual Behavior Assignment Assigned	
2. June 10 (W)	T: Chapter 5—Theories of Motivation T: Chapter 6—Designing a Motivating Work Environment	Individual Behavior Assignment Due (6-10-20)
2. June 12 (F)	T: Chapter 7—Managing Stress and Emotions	
3. June 15 (M)	T: Chapter 8—Communication	Midterm Exam Due (6-15-20)
3. June 17 (W)	T: Chapter 9—Managing Groups and Teams ***Decision Making Assignment Assigned	
3. June 19 (F)	T: Chapter 10—Conflict and Negotiations	Decision Making Assignment Due (6-19-20)
4. June 22 (M)	T: Chapter 11—Making Decisions ***Leadership & Motivation Assignment Assigned	
4. June 24 (W)	T: Chapter 12—Leading People Within Organizations	Leadership & Motivation Assignment Due (6-24-20)
4. June 26 (F)	T: Chapter 13—Power and Politics ***C: Case Analysis—If You Can't Do Management Right	
5. June 29 (M)	T: Chapter 14—Organizational Structure and Change	Case Analysis Due (6-29-20)
5. July 1 (W)	T: Chapter 15—Organizational Culture	Final Exam Due (7-1-20)

- ❖ 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
Identification of Critical Issues I will assess the comprehensiveness and validity of the list of critical issues you identified in the case. Score:	Identifies all of the valid (actual, real, accurate) critical managerial/OB issues in the case. (45-50)	Identifies most of the valid critical managerial/OB issues in the case. (40-44)	Identifies many of the valid critical managerial/OB issues in the case. (35-39)	Identifies few, if any, valid critical managerial/OB issues in the case. (34 or Less)
Brief Analysis and Discussion of the Identified Critical Issues I will consider how accurately you analyze and discuss each of the critical issues. Score:	Accurately analyzed and discussed each critical OB issue (at least 4-5 sentences for each issue). (45-50)	Accurately analyzed and discussed each critical OB issue (at least 2-3 sentences for each issue) or focused on fewer issues, but did so in more depth (4-5 sentences). (40-44)	Accurately analyzed and discussed many (but not all) of the critical OB issues (at least 2-3 sentences for each issue). (35-39)	Failed to accurately analyze and discuss many of the critical OB issues. The few issues that were discussed were done so with some inaccuracy or inadequacy (1 sentence). (34 or Less)
Literature Review of the Managerial Issues—Reference Support The more reference support you use in your analysis of the issues, the better. Journal quality is also important. Score:	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. (45-50)	Some, but not all, issues were supported by empirical research from journal articles. More references could have come from higher quality journals. (40-44)	Several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals. (35-39)	Most issues lacked any support from the empirical research presented in journal articles. The few references that were used came from low-level journals or websites. (34 or Less)
Total Score:	___ out of 150			

Additional Grading Rubrics

Database-APA-Article Assignment

- Students will receive points for being able to locate the assigned article in one of the library databases, for being able to provide the complete citation for the article in proper APA format (10 Points), and for correctly answering the questions regarding the article (15 Points).

Individual Behavior Assignment

- Students will receive points for how thoroughly they discuss the match between their personality and their job and their utilization of articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion	Thoroughly discusses and evaluates the	Discusses and evaluates the personality	Discusses and evaluates the personality	Fails to discuss and evaluate the personality

I will consider how detailed your discussion is and how far into depth you go. Score:	personality dimension(s), providing convincing and supported arguments. (45-50)	dimension(s), providing supported arguments, but could have gone into a bit more depth. (40-44)	dimension(s), providing supported arguments, but could have gone into much more depth. (35-39)	dimension(s), does not provide convincing or supported arguments, and lacks a significant degree of depth. (0-34)
Reference Support The more reference support you use, the better. The quality of the journals is also important. Score:	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals. (23-25)	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals. (20-22)	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals. (18-19)	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites. (0-17)
Total Score:	___ out of 75			

Decision Making Assignment

- Students will receive points for how thoroughly they discuss the issues related to the decision making scenario that is posed. 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.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go. Score:	Thoroughly discusses and evaluates the issues related to the decision at hand, providing convincing and supported arguments. (45-50)	Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into a bit more depth. (40-44)	Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into much more depth. (35-39)	Fails to discuss and evaluate valid issues related to the decision at hand, does not provide convincing or supported arguments, and lacks a significant degree of depth. (0-34)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.

Score:	(23-25)	(20-22)	(18-19)	(0-17)
Total Score:	___ out of 75			

Leadership and Motivation 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.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go.	Thoroughly discusses and evaluates leadership, influence, and context, providing convincing and supported arguments.	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into more depth.	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate leadership, influence, and context, does not provide convincing or supported arguments, and lacks a significant degree of depth.
Score:	(45-50)	(40-44)	(35-39)	(0-34)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	(23-25)	(20-22)	(18-19)	(0-17)
Total Score:	___ out of 75			

Midterm and Final Exams

- Each exam consists of 50 multiple choice items/questions. For each question, there is one **BEST** answer. Students will receive 1 point for each question they answer correctly.