



CLASSROOM: D2L-YouSeeU
MEETING TIME: TBD; Tentatively Thursdays @ 6:15 PM
NOTE ABOUT TIMES: All times and deadlines are Central Standard Time (CST) Zone (Commerce, TX)

Instructor: Dr. Stephanie S. Pane
E-mail: Stephanie.Pane@tamuc.edu
Office: CBT 337C
Office Hours: TBD
Phone: 903-886-5686

REQUIRED TEXT:

Bauer, T., & Erdogan, B. (2018). *Organizational Behavior*, v. 2.0 or 3.0. ISBN (Flatworld): 978-1-4533-9198-3 (9781453399262 TAMUC Bookstore).

***The 2.0 or 3.0 version of the text will work for this class.**

***The TAMUC bookstore costs for the Access Code for the v. 2.0/3.0 text is: \$48.55.**

***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/2597877> 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 has been designated a web-based course. I will attempt to have my online students join my live class sessions on Thursday evenings starting at 6:15 PM via D2L and YouSeeU, but the technology does not always cooperate. If I am unable to get my online class to join in with my face-to-face class when we meet up in the BA Building, I will conduct separate lecture sessions on a different night. 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 course management website. Be sure to log onto D2L 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 “Course Materials” tab. We will also utilize the “Discussions” option from the “Activities” dropdown menu on D2L. 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. Discussion posts are **NOT** required and will not be graded, but the interaction may help enrich your experience. **ALL** written assignments will be posted on D2L, under 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 article quizzes require you to go to two places in D2L. First, you need to go to “Course Materials” to download and read the article and then you need to go to “Quizzes” (under the “Activities” tab) to answer the questions corresponding to the article. The midterm and final exams can be found under the “Activities” tab (then “Quizzes” from the dropdown menu) in D2L.

COURSE SCHEDULE:

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

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I have 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” 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

STUDENT WELLBEING:

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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).

UNIVERSITY'S PANDEMIC RESPONSE

Texas A&M-Commerce strongly recommends, but does not require, the use of face-coverings in all instructional and research classrooms/laboratories. This response may change as the semester progresses if state and university requirements change. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Refusal to comply with state and university mandates can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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-Timely Attendance and Participation:** You are expected attend YouSeeU sessions or view the recording later and 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 sixth 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 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.

- **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:** 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 D2L and e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Article Assignments (10 @ 20 Points Each)	Individual	200 points	40%
Topic Assignments (3 @ 50 Points Each)	Individual	150 points	30%
Exams (2 @ 50 Points Each)	Individual	100 points	20%
Case Analysis Assignment	Individual	50 points	10%
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.

ARTICLE QUIZZES:

These quizzes will introduce you to scholarly literature and evaluate your ability to comprehend quality journal articles. The instructions for locating these articles or the articles themselves will be posted under the "Course Materials" tab in D2L. There will be 10 multiple choice/true-false quizzes uploaded under "Activities" and the "Quizzes" in D2L. Each quiz consists of 10 questions (2 points per question) about the article you are required to read and is worth 20 points.

TOPIC ASSIGNMENTS:

You will be required to complete three assignments focusing on different topics that we will cover in this course. The topics you will complete assignments for include: (1) individual behavior, (2) decision making, and (3) leadership and motivation. Each assignment is worth 50 points (10% of your course grade), for a total of 150 points (a total of 30% of your course grade). The instructions for each of these assignments will be posted under the "Course Materials" tab in D2L, in documents with titles that correspond to the topic.

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, under the "Activities" tab (then "Quizzes" from the dropdown menu) on the top of the D2L 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 will be comprised of 50 questions and is worth 50 points.

CASE ISSUE IDENTIFICATION/ANALYSIS ASSIGNMENT:

At the end of the semester, you will be required to analyze a case that will be provided to you in D2L or readily accessible via one of the TAMUC Library Databases (ABI-Inform, Business Source Complete, etc.). The case work

is worth a total of 50 points (10% of your course grade). Specific instructions, entitled “Case Instructions”, for the case will be posted on D2L, 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 posted under the “Course Materials” tab.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I suggest that you attend online lectures (or view the recordings at a later time) and log onto the D2L site for this course **SEVERAL TIMES** a week. This is your way of “attending” the class. Posting and responding to discussion thread questions is one 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 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/live sessions, 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 ASSIGNMENTS (ARTICLE AND TOPIC ASSIGNMENTS), THE CASE ASSIGNMENT, 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 THURSDAYS.**

WEEK & DATE (THURSDAY) CLASS 6:15-8:55	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAMS	WRITTEN WORK DUE: BY 11:30 PM ON THIS DAY
1. September 2	T: Chapter 1—Organizational Behavior ***Read, Initial, and Submit the Honesty Policy at Some Point This Week (No Specific Due Date)	Honesty Policy Due
2. September 9	T: Chapter 2—Managing Demographic and Cultural Diversity	Article 1 Quiz
3. September 16	T: Chapter 3—Understanding People at Work: Individual Differences and Perception *** Individual Behavior Assignment Assigned	Article 2 Quiz
4. September 23	T: Chapter 4—Individual Attitudes and Behaviors	Individual Behavior Assignment Due (9-23-21)
5. September 30	T: Chapter 5—Theories of Motivation	Article 3 Quiz
6. October 7	T: Chapter 6—Designing a Motivating Work Environment	Article 4 Quiz
7. October 14	T: Chapter 7—Managing Stress and Emotions	Article 5 Quiz
8. October 21	T: Chapter 8—Communication ***Midterm Exam Assigned	Article 6 Quiz Article 7 Quiz
9. October 28	T: Chapter 9—Managing Groups and Teams *** Decision Making Assignment Assigned	Midterm Exam Due (10-28-21)
10. November 4	T: Chapter 10—Conflict and Negotiations	Decision Making Assignment Due (11-4-21)
11. November 11	T: Chapter 11—Making Decisions	Article 8 Quiz
12. November 18	T: Chapter 12—Leading People Within Organizations T: Chapter 13—Power and Politics	Article 9 Quiz
13. November 25	NO CLASS—Happy Thanksgiving! *** Leadership Assignment Assigned	Article 10 Quiz
14. December 2	T: Chapter 14—Organizational Structure and Change *** Case Analysis “Officially” Assigned	Leadership & Motivation Assignment Due (12-2-21)
15. December 9	T: Chapter 15—Organizational Culture	Case Analysis Due (12-9-21)
December 13—17	FINALS WEEK	Final Exam Due (12-16-21) **All Article Quizzes Are Due No Later Than (12-16-21)

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **T: ASSIGNED TEXT BOOK FOR THE COURSE**
- ❖ **All article quizzes are not officially due until 12-16-21. The schedule above is just a suggestion.**

Assignment Grading Rubrics

Article Quizzes

- Students will receive points for correctly answering questions regarding the assigned articles (20 Points Each). The multiple choice and true-false questions that students need to answer can be found in D2L under the "Activities" and then "Quizzes" functions.

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
<p>Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go.</p> <p>Score:</p>	Thoroughly discusses and evaluates the personality dimension selected, providing convincing arguments (3+ pages).	Discusses and evaluates the personality dimension selected, providing convincing arguments, but could have gone into a bit more depth (2 – 2.5 pages).	Discusses and evaluates the personality dimension selected, providing convincing arguments, but could have gone into much more depth (1.5 - 2 pages).	Fails to discuss and evaluate a valid personality dimension, does not provide convincing arguments, and lacks a significant degree of depth (1 page or less).
	(23-25)	(20-22)	(18-19)	(0-17)
<p>Reference Support The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	Research from at least <u>three</u> journal articles or books provided strong support. Most of the journal articles used came from <u>top-tier</u> journals.	Research from at least <u>three</u> journal articles or books provided strong support. The journal articles used came from <u>good quality</u> journals.	Research from at least <u>two</u> journal articles or books provided solid support. The articles that were used came from <u>lower-level</u> journals.	Fails to support the knowledge associated with issue. No journal articles were cited or the 1-2 articles that were used came from <u>low-level</u> journals or <u>websites</u> .
	(23-25)	(20-22)	(18-19)	(0-17)
Total Score:	___ out of 50			

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
<p>Quality of Discussion I will consider how well you addressed each</p>	Provided a clear, well-crafted discussion for each section, identifying and analyzing what	Discussed each of the sections, accurately identified and analyzed what John did wrong and	Discussed each of the sections, accurately identified and analyzed what John did wrong and what he could have	Fails to discuss each of the sections, inaccurately identified and did not analyze what John did wrong and what he could

of the three sections.	John did wrong and what he could have done better (3+ pages).	what he could have done better (2 – 2.5 pages).	done better, but could have expanded a bit more (1.5 - 2 pages).	have done better (1 page or less).
Score:	(23-25)	(20-22)	(18-19)	(0-17)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from at least <u>four</u> journal articles or books provided strong support; one for each section. Most of the journal articles used came from <u>top-tier</u> journals.	Research from at least <u>four</u> journal articles or books provided strong support; one for each section. The journal articles used came from <u>good quality</u> journals.	Some parts/sections of the discussion lacked support from the research presented in journal articles. The articles That were used came from <u>lower-level</u> journals.	Fails to support the knowledge associated with issue at hand. No journal articles were cited or the 1-2 articles that were used came from <u>low-level</u> journals or <u>websites</u> .
Score:	(23-25)	(20-22)	(18-19)	(0-17)
Total Score:	___ out of 50			

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 your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Quality of Discussion I will consider how well you analyzed Dr. King's speech and addressed each of the three sections.	Provided a clear, well-crafted discussion for each section, accurately identified leader characteristics and how he influenced followers and led across contexts (3+ pages).	Discussed each of the sections, accurately identified leader characteristics and how he influenced followers and led across contexts (2 – 2.5 pages).	Discussed each of the sections, accurately identified leader characteristics and how he influenced followers and led across contexts (1.5 - 2 pages).	Fails to discuss each of the sections, inaccurately identified leader characteristics and how he influenced followers or led across contexts (1 page or less).
Score:	(23-25)	(20-22)	(18-19)	(0-17)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from at least <u>three</u> journal articles or books provided strong support; one for each section. Most of the journal articles used came from <u>top-tier</u> journals.	Research from at least <u>three</u> journal articles or books provided strong support; one for each section. The journal articles used came from <u>good quality</u> journals.	Some parts/sections of the discussion lacked support from the research presented in journal articles. The articles That were used came from <u>lower-level</u> journals.	Fails to support the knowledge associated with issue at hand. No journal articles were cited or the articles that were used came from <u>low-level</u> journals or <u>websites</u> .

Score:	(23-25)	(20-22)	(18-19)	(0-17)
Total Score:	___ out of 50			

Case Analysis Assignment

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues and Analysis/Discussion Critical Issues I will consider how many issues that you identify in the case and how accurately you analyze and discuss each issue.</p> <p>Score:</p>	<p>Accurately identified all of the critical OB issues in the case and analyzed and discussed each issue very thoroughly.</p> <p>(23-25)</p>	<p>Accurately identified most of the critical OB issues in the case and analyzed and discussed each issue thoroughly.</p> <p>(20-22)</p>	<p>Accurately analyzed and discussed some (but not most) of the critical OB issues and the discussion could have been a bit more thorough.</p> <p>(18-19)</p>	<p>Failed to accurately analyze and discuss many of the critical OB issues. The few issues that were discussed were done so with some inaccuracy.</p> <p>(17 or Less)</p>
<p>Literature Review—Reference Support The more reference support you use, the better. Journal quality is also important.</p> <p>Score:</p>	<p>Empirical research from journal articles support each issue listed. Several of the journal articles used came from top-tier journals.</p> <p>(23-25)</p>	<p>Some, but not all, issues were supported by empirical research from journal articles. Overall journal quality was good.</p> <p>(20-22)</p>	<p>Several issues lacked support from the empirical research found in journal articles. Many articles came from lower-level journals.</p> <p>(18-19)</p>	<p>Most issues lacked support from journal articles. The few references used came from low-level journals or websites.</p> <p>(17 or Less)</p>
Total Score:	___ out of 50			

Midterm and Final Exams

- Exams consist 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.