



**East Texas A&M  
University**

**SPRING SEMESTER: 2025  
MGT 315—80E: ORGANIZATIONAL  
BEHAVIOR**

**CLASSROOM:** Dallas Location  
**MEETING TIME:** M, W 9:45-11:00 AM  
**NOTE ABOUT TIMES:** All Times and Deadlines for this Course are Listed in the Central Time Zone (Commerce, TX) times.

**Professor:** Dr. Brandon Randolph-Seng  
**E-mail:** brandon.randolph-seng@tamuc.edu  
**Office:** CB 304 (Commerce Location)  
**Office Hours:** M, W 11:00-1:00 p.m. (Dallas Location)  
**Virtual Office Hour:** Fridays @ 10am-11am on zoom: <https://tamuc.zoom.us/j/97008242956>

**\*\*The best way to reach me or to make appointments is by MY TAMUC email  
\*\*Students are responsible for all announcements made BY EMAIL OR IN eCollege**

**REQUIRED TEXTBOOK:**

***Organizational Behavior (2.0 or newer)*, Talya Bauer and Berrin Erdogan; Flat World Knowledge. For buying options see [www.flatworldknowledge.com](http://www.flatworldknowledge.com)**

**COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:**

This course emphasizes the development of the skills and knowledge required for successful managerial performance in organizations. It focuses on such areas as developing self-awareness, creative problem-solving, supportive communication, the use of power and influence, and motivation techniques. The activities and assignments are designed to prepare you to complete the final project. 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.

**EVALUATION OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH A VARIETY OF ASSIGNMENTS (SEE BELOW).**

**COURSE STRUCTURE**

Instruction in this course is guided by these wise words of Confucius:

I hear and I forget,  
I see and I remember,  
I do and I understand.

"Hearing" and "seeing" will be facilitated by the traditional methods of *lectures and reading*. "Doing" and, ultimately achievement of the desired "understanding," will be facilitated by the use of *class activities, experiential exercises, and projects*. This combination of instructional methods should offer every participant the opportunity to experience and apply concepts explored in the course in situations similar to those faced by managers.

## **COURSE SCHEDULE**

A specific course schedule is included below.

## **GRADING**

<b>Component</b>	<b>Type</b>	<b>Value</b>
Chapter Workshop	Team	250 points (30%)
Mini-Cases (5 @ 40/Each)	Individual	200 points (15%)
Team Exercises	Team	250 points (20%)
Final Project	Individual	300 points (35%)
<b>Course Total</b>		<b>1000 points</b>

### **GRADING SCALE:**

<b>Points</b>	<b>Grade</b>
895 - 1000	A
795 - 894	B
695 - 794	C

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

**Withdrawal** - Must be initiated by the student administratively.

## **PERFORMANCE COMPONENTS**

**MINI-CASES:** Through the semester you will read (or view) five cases that provide a real-life example of the course content. Since there will be no lecture during these times, participation is even more vital. This is where the classroom meets reality. As such, thorough preparation will be required to gain the most from the cases. You will then be directed to type answers to a series of case questions in order to facilitate in class discussion of the case. More information will be given in class.

**TEAM EXERCISES:** Through the semester you will complete eighteen different exercises as a team (mostly done in class). These exercises will allow your team to learn how to effectively work together while learning the course concepts. For each exercise, your team will be required to turn in the completed assignment.

**FINAL PROJECT:** The final project will apply your comprehension of the text, lectures, class activities, and additional journal articles. For more information and the grading rubric, see Appendix A at the end of the syllabus.

**CHAPTER WORKSHOPS:** This is a developmental workshop your team will present to your classmates. It will build on the knowledge you gained through reading the chapter assigned to you. The objective of the assignment is to integrate what you have learned into a workshop that provides your classmates with the knowledge and analytical skills required to help managers address relevant strategic challenges specific to your current work (grading criteria found in Appendix B).

### **General Guidelines for Preparing the Workshop**

- ❖ This is not a formal oral presentation of your chapter. It should be an interactive workshop designed to enhance your classmates' knowledge of the issue and the relevant strategic considerations for managers. The focus is to acquaint your classmates with the issue and to provide them with strategic decision making practice (role playing/case analyses/simulations will be helpful in this regard) for addressing such issues as managers.
- ❖ The only limit to the type of activities you use in the workshop is your creativity; **however you are only allowed to use video clips that are 2 min or less (with no more than 2 total clips used). Also, if a PowerPoint is**

**used, you are only allowed 5 slides.** There is some room for flexibility here, so if you have questions about these limitations, please see me.

- ❖ Each team will have 30 min to present the workshop.

Each team is responsible for securing any type of technology that is needed to make its presentation. Failures in equipment are not a reason to delay or reschedule presentations. Be prepared to continue your workshop if the equipment fails!

## **COURSE POLICIES**

### **CLASS ATTENDANCE & PARTICIPATION:**

Attendance and participation are critical to gaining the most you possibly can from this course. You have hired me to teach you, trusting that I possess knowledge which you do not, and which is not available in the text alone. My assumption is that you desire to learn more about this subject, so my expectation is that you are: (1) present, (2) on time, (3) prepared, and (4) participating. Experience has shown me that students who regularly attend class earn higher grades.

Excused absences (e.g., university approved trips, documented illness, religious observance) will **not** be penalized as long as you notify me appropriately (i.e., before the class in question if possible and with the correct evidence). Otherwise, plan now to schedule your trip to Galveston during breaks and/or at the end of the semester.

### **SYLLABUS SUBJECT TO CHANGE STATEMENT:**

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may adjust 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 syllabus as written AND the possibility of changes and responsibility for being aware of them.

### **STATEMENT ON ACADEMIC INTEGRITY:**

The College of Business at Texas A&M University-Commerce faculty, staff and students will follow the highest level of ethical and professional behavior. We will strive to be recognized as a community with legal, ethical and moral principles and to teach and practice professionalism in all that we do. In an academic environment we will endeavor to not only teach these values but also to live them in our daily lives and work. Faculty and staff will be held to the same standards and expectations as our students. The Academic Dishonesty Policy of the Management Department is governed by the following university procedures: 13.99.99.R0.03 Undergraduate Academic Dishonesty and 13.99.99.R0.10 Graduate Student Academic Dishonesty. You may read the procedure in its entirety from the University's website. Failure to abide by these principles will result in sanctions up to and including dismissal.

### **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](mailto: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).

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.
- **Regular and Timely Attendance and Participation:** You are expected to log onto eCollege regularly and attend all classes.
- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course 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. 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 all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a **0** if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
  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” or you will receive an automatic 0.
  4. **Please submit assignments in a format that is compatible with Microsoft Word.**
- **Back-ups Are Required:** You are required to back up all your assignments so that they 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 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.

## NONDISCRIMINATION NOTICE:

TAMUC 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.

## CAMPUS CONCEALED CARRY STATEMENT

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 9-1-1.

***University's Pandemic Response Statement***

Click on the following link to access the university's current policy: <https://new.tamuc.edu/coronavirus/>. Students should not attend class when ill or after exposure to anyone with a communicable illness. Immediately communicate such instances directly with your instructor so that access to missed content and/or assignments can be quickly arranged.

***A&M-Commerce Supports Students' Mental Health***

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](http://www.tamuc.edu/counsel)

**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.**

**FINALLY:** This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to all policies stated in this syllabus.

WEEK	TOPIC	READINGS/ASSIGNMENTS
1. Jan 13 & 15	Intro & Skills	<b>Introductions; Review Syllabus; Ch.1 TE # 1, Team sign-up</b>
2. Jan 20 & 22	NO CLASS	<b>Make sure and connect w/ team and have understanding of D2L</b>
3. Jan 27 & 29	Teams	<b>Ch. 9 TE # 2-3</b>
4. Feb 3 & 5	Perception/Attribution	<b>Ch. 3: Workshop #1: Perception TE # 4-5</b>
5. Feb 10 & 12	Individual Difference	<b>Ch. 3 &amp; 4: Workshop #2: Individual Difference TE # 6</b>
6. Feb 17 & 19	Across Culture	<b>Ch. 2: Workshop #3: Across Culture Case #1 due: Beijing Sammies TE # 7-8</b>
7. Feb 24 & 26	Motivation	<b>Ch. 5: Workshop #4: Motivation Watch Sid's Story TE # 9-10</b>
8. March 3 & 5	Motivation	<b>Ch. 6 Case #2 due: Sid's Story TE # 11-12</b>
9. March 17 & 19	Communication/Organizational Culture	<b>Ch. 8 &amp; 15 TE # 13 Case #3 due: The Spill</b>
10. March 24 & 26	Leadership	<b>Ch. 12: Workshop #5: Leadership</b>
11. March 31 (only)	Leadership	<b>Ch. 12 Case #4 due: Chamberlain, Patton, MLK</b>
12. April 9 (only)	Politics/Power	<b>Ch. 13 Assign Breaking the Bank</b>
13. April 14 & 16	Power	<b>Ch. 13, Case #5 due: Breaking the Bank</b>
14. April 21 & 23	Power/Control	<b>TE # 14</b>
15. April 28 & 30	Final Project	<b>FINAL PROJECT DUE ON D2L (May 5 @ 11:59 PM)</b>

❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**

**Team Exercises:**

1. <b>Best Manager-Worst Manager</b>	10. <b>Newspaper towers</b>
2. <b>Lost at sea</b>	11. <b>Managing Undesirable Behaviors</b>
3. <b>Group problem solving</b>	12. <b>Annual Pay Raises</b>
4. <b>Alligator River Story</b>	13. <b>1-way vs. 2-way communication</b>
5. <b>He said, She said</b>	14. <b>Commonwealth</b>
6. <b>MBTI Score</b>	
7. <b>Global Culture Quiz</b>	
8. <b>Cultural Cues</b>	
9. <b>What do workers want?</b>	

# Appendix A: Final Project

## Introduction and motivation

(Why are we doing this?)

Most of you either currently work for a company and/or have worked for a company in which you have noticed problems, challenges, and issues arise in how the business is run. For this final exam you'll be asking yourself: Why would a manager even care about the information that was presented in the course? How are you really helping them? What would they value about what you learned?

You'll be doing some work to answer these questions in relation to a company you currently work for (or have worked for/would like to work for), and then preparing 10 points to demonstrate that you have gained:

- 1) an appreciation for managements' problems/challenges/issues and the contexts in which they arise;
- 2) a clear understanding of how the information in this course solves some of those problems/challenges/issues;
- 3) evidence that management values (or would value) the information presented; and
- 4) a plan for how you can improve the firm as a result of this information.

## Directions

(Okay, so what do I have to do and how do I do it?)

### **Step 1: Review the company you work for (or have worked for/would like to work for) and what you have learned in the course**

You likely already work for a company or know a company you would like to work for. Think about the problems, challenges, and issues that exist in that company. Consider the lectures and discussions. Also have a look at the information presented in the textbook in relation to the problems, challenges, and issues you identify. After you identify specific problems, challenges, and issues, then identify relevant outside sources only from the journal list provided on D2L.

### **Step 2: Plan your work**

The broad goal of this assignment is to put yourself in the shoes of management from the company you work for (or have worked for) and identifying how the information you have learned in the course could help to increase the effectiveness of management in the firm and then create a 10 point document that clearly demonstrates what you have learned that would be of use to management, providing evidence from two different OUTSIDE sources per point (20 total references) ONLY from the journal list provided on D2L. It might also help at this point to review how you're going to be assessed (see below).

### **Step 3: Complete the assignment**

The deliverable for completing the assignment will be a document that contains 10 points. **These 10 points should be detailed enough that management could actually use the feedback by implement clear and concrete plans for change and need to each be supported by two different outside sources ONLY from the journal list provided on eCollege for a total of 20 references (include reference section at the end).**

## Final Project Assessment Form\*\*

Student Name:

### 1) How well does the paper address the objective of the assignment? (60%):

The paper demonstrates a clear understanding of management	0	2	4	6
Readers gain an appreciation for management's problems/challenges/issues and the context in which it arises	0	2	4	6
It is clear how the 15 points could help solve the problem	0	2	4	6
It is evident that management values or would value the offering	0	2	4	6
It is explained how this information will lead to improvements in the firm in which management work	0	2	4	6

Average (out of 185) =

### 2) Was the paper compelling, clear, imaginative, and informative? (40%):

The 15 points were creative and imaginative	0	2	4
The 15 points were clear and relevant to the overall theme	0	2	4
The paper was effective, informative and appealing	0	2	4

Average (out of 115) =

Total Score (out of 300) =

**\*\*Please note that unless two unique outside sources ONLY from the journal list on D2L are used to support each point (20 total references), then that point will not count. For each point that does not count, an automatic 3% will be deleted from your total grade above.**



## Appendix B: Workshop Evaluation

Chapter: \_\_\_\_\_

Name: \_\_\_\_\_

### CONTENT (125 points)

**Criteria:** Did the workshop center on issues presented in the assigned chapter? Does the workshop reflect the synergy created by synthesizing knowledge gained from additional research and integration beyond that provided in the assigned chapter? Was it redundant with the assigned chapter? Is it clear what the other students should learn from the workshop? Were appropriate conclusions developed and provided? Did the workshop provide guidance for other students as to the factors they should consider and possible approaches to assessing/confronting strategic decision making related to the relevant issues?

Instructor Comments:

### PRESENTATION QUALITY (125 points)

**Criteria:** Was the presentation clearly organized, interesting and creative? Was it obvious the presenter had rehearsed the presentation? Were visual aids, videos, and/or exercises appropriate? Did they enhance the material and were they effectively and smoothly incorporated into the presentation? Did students participate in the presentation in a meaningful way? Did the presenter allow adequate time for student questions and interaction? Was the presentation completed within the prescribed time? Were handout materials professionally prepared and useful?

Instructor Comments:

OVERALL SCORE \_\_\_\_\_ /250 points