

MGT 305.07W
Management & Organizational Behavior
Fall 2012 Course Syllabus

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***IMPORTANT*:** E-mail is the best method of contact for me. I check e-mail regularly. Each time you send an e-mail the subject line should read MGT 305 to ensure that I receive the message. If you follow these directions exactly I will respond to emails within a 48 hour time period (usually much faster during the week). If you do not follow these instructions, I cannot assure you that I will respond as quickly because your e-mail will be lost in a sea of other messages.

Textbook: Organizational Behavior, 14th edition, by Robbins & Judge, Prentice-Hall Publishing, (with the self-assessment access code)

ORG BEHAVR STUDENT VALUE ED& MML W/ETXT SAC, 14/E

ROBBINS & JUDGE

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Publisher: Prentice Hall
Copyright: 2011
Format: National Bundle

Course Description: This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees' work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development.

Course Objectives: This course aims to improve students' understanding of human behavior in organizations and the ability to lead people to achieve increased organizational performance. After completing this course, students should be able to:

- Define organizational behavior and explain its importance.
- Demonstrate knowledge of the managerial implications of organizational behavior concepts and their interrelationships.
- Explain how personality and perception influence behavior in organizations.
- Apply theories and concepts associated with effective work design to suggest tactics for enhancing work performance in organizations.
- Demonstrate an understanding of the theories and concepts of decision making and problem solving to develop strategies and design effective systems
- Apply theories and concepts of motivation to develop strategies for improving work performance.
- Demonstrate the concepts of leadership as they apply to organizations and working people.
- Understand the concepts of change to develop strategies for improving work performance.
- Apply theories and concepts of goal setting, feedback, and conflict management.
- Interact effectively in group settings and improve self confidence.

Grading:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 00-59

Exams:	45% (3 @ 15% each)
Discussion Board:	15%
Term Paper:	10%
Web Activities:	10% (2 @ 5% each)
Self Assessments	20% (4 @ 5% each)
Total:	100%

Exams: 45% of overall grade. There are 3 exams. Each exam is worth 15%.

Exam 1: Opens Mon., Oct 1st at 12:00am - Closes Wed., Oct 3rd at 10:00pm.

Exam 2: Opens Mon., Oct 29th at 12:00am – Closes Wed., Oct 31st at 10:00pm.

Exam 3: Opens Mon., Dec 10th at 12:00am – Closes Wed., Dec 12th at 10:00pm.

The exams **will be timed** and can only be accessed once; therefore, once you begin, you may not stop and come back to it later. A missed exam equals a missed exam grade *regardless of the reason* unless you contact me immediately. If, for any reason, you miss a scheduled exam, you may take a make-up exam *in my Dallas office* within one week of the missed exam. **To clarify, this also means that I will not reset any exams. You need to make sure that you have a secure connection upon beginning the exam. If you lose connection, then you will need to contact me immediately to schedule a time to take the exam in my office.** I will warn you that the make-up exam is purposely more difficult than the scheduled exam because it means you have had more time to prepare. You will need to e-mail me (**always remember to put MGT 305 in the subject line**) to set up a day and time that works for both of us.

Web Activities: 10% of overall grade. There are 2 web activity assignments. Each activity is worth 5%.

Web Activity 1: Due Mon., Sep 17th by 12:00pm (noon).

Web Activity 2: Due Mon., Oct 22nd by 12:00pm (noon).

You will find the assignments under COURSE MATERIALS and then WEB ACTIVITIES. Assignments should be uploaded to the appropriate Web Activities Drop Box. Remember that you can do these earlier than the due date and submit them to your drop box at any time prior to the due date/time. **Late Assignments ARE NOT accepted. A late submission equals a zero!**

Self-Assessments: 20% of overall grade. There are 4 self-assessment sections. Each section is worth 5%.

Self Assessment 1 (I. What About Me?): Due Mon., Oct 8th by 12:00pm (noon)

Self Assessment 2 (II. Working With Others): Due Mon., Nov 5th by 12:00pm (noon)

Self Assessment 3 (III. Life in Organizations): Due Mon., Dec 3rd by 12:00pm (noon)

Self Assessment 4 (IV. New Assessments): Due Thurs., Dec 13th by 10:00pm

If you've bought the Student Value Edition of the text, it comes with access to the MyManagementLab. Click on the link that says Student Study Tools. Under that link you will see a link to the Self-Assessment Library (SAL). You will need to complete all of the self-assessments and save your scores to a zip drive each time. If you did not buy the specified Student Value

Edition of the textbook, you may purchase online access to the self-assessments from the following website for \$35: <http://www.prenhall.com/sal>.

(Also, if you have trouble accessing the self-assessments through MyManagementLab, you may go directly to the www.prenhall.com/sal website and sign in there to access the self-assessments.)

For each of the 4 Self-Assessment sections, you will write a full 1-page paper (single-spaced; Times New Roman; 12 pt. font; 1" margins), attach your self-assessment scores for that section, and upload it to the appropriate Self-Assessment dropbox. See Course Home and Self-Assessments for a more detailed explanation of these assignments. You may complete & upload these assignments early and I highly recommend doing so.

Term Paper: 10% of overall grade. The topic of this paper is “organizational culture”. The paper should be a full 5-page paper.

Due Mon., Nov 19th by 12:00pm (noon)

Instructions for the term paper can be found by clicking on COURSE MATERIALS and TERM PAPER. Student papers will be submitted to the Term Papers Drop Box. Please do not e-mail these papers to me. If you can see it in your drop box, then I can also see it. **Any papers that are received past noon will automatically drop one letter grade. For each day thereafter the grade drops another letter grade.** (In other words, just get your paper in on time or feel free to submit it as early as you'd like. Procrastination is not recommended!)

****NOTE**** All papers must be submitted to Turnitin.com and receive a 25% or lower rating prior to uploading it to the dropbox. Detailed instructions regarding the procedures for turnitin.com will be uploaded in the Course Home section under Turnitin Instructions. The report from Turnitin.com may be generated within minutes or sometimes it may take a couple of days. To be on the safe side, it's recommended that you submit your paper to Turnitin.com 72 hours in advance of the paper's due date to make sure that you will receive your report in time to upload your paper to the dropbox before the deadline. **(I recommend submitting to turnitin.com by Nov 15th.)**

Discussion Board: 15% of overall grade. Topics will be posted each week related to the assigned chapter(s) for the week. A minimum of 30 discussion postings is the recommended amount.

The discussions are only open for posting during the week for which they are scheduled. Each week's discussions are open from Monday (12:00am) to the following Sunday (10:59pm). **For example, Chapter 2 and 3 discussions open at 12:00a.m. on Mon., Sept 3rd, and close at 10:59pm Sun, Sept 9th.**

You must keep up with the scheduled readings for the week. Some weeks you will be required to post to two chapters as opposed to one. Once the chapter has been closed, it will not be re-opened.

Each student is required to make thoughtful posts as well as replies to other students' posts for the assigned chapter(s). The discussion board will count for the class participation component of your grade. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the bulletin board as you would treat class participation. As a general guideline, your grade on this portion will be a function of the quality, quantity (30 minimum), and consistency (i.e., a somewhat even distribution of activity throughout the term) of your posts and

replies on the bulletin board throughout the semester. Please be aware that 30 posts and replies is simply a suggested minimum number. Thirty posts of very low quality at the end of the semester will not hold as much weight as 25 high quality posts distributed evenly throughout the term. Please also note that heavy activity during the last few days cannot compensate for a lack of participation during the term. Plan to participate throughout the semester.

Students do not have to post to every topic, but it is preferred. Keep in mind that the minimum number of postings suggested is 30; therefore, one could do 3 to 4 posts per week and be in good shape by the end of the semester provided the posts are of high quality.

Extra Credit: I DO NOT ASSIGN EXTRA CREDIT WORK. PLEASE DO NOT ASK.

First time eCollege users: eCollege is user-friendly, but I do recommend that you complete the tutorial that is on the same page where you enter the course (the welcome page). For any technical questions you may contact the eCollege Help Desk at 1-866-656-5511 or by e-mail at helpdesk@online.tamuc.org.

Comment on Academic Honesty: There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do so, you must place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.
2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know.

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)

Students with Disabilities:

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

MGT 305 - Tentative Schedule – Fall 2012		
Week of:	Chapter:	Assignment:
Week 1: Aug 27-Sep 2	1 What is Organizational Behavior?	Begin weekly discussion postings & introduce yourself
Week 2: Sep 3-9	2 Diversity in Organizations 3 Attitudes and Job Satisfaction	
Week 3: Sep 10-16	4 Emotions and Moods	
Week 4: Sep 17-23	5 Personality and Values	Web Assignment 1 Due Mon., 17th, by 12pm (noon)
Week 5: Sep 24-30	6 Perception and Individual Decision Making	
Week 6: Oct 1-7	EXAM 1 (Ch. 1-6)	Open 10/1 at 12am Closes 10/3 at 10pm
Week 7: Oct 8-14	7 Motivation Concepts 8 Motivation: From Concepts to Applications	Self-assessment Paper 1 Due Mon., 8th, by 12pm (noon)
Week 8: Oct 15-21	9 Foundations of Group Behavior 10 Understanding Work Teams	
Week 9: Oct 22-28	11 Communication 12 Leadership	Web Assignment 2 Due Mon., 22nd, by 12pm (noon)
Week 10: Oct 29-Nov 4	EXAM 2 (Ch. 7-12)	Open 10/29 at 12am Closes 10/31 at 10pm
Week 11: Nov 5-11	13 Power & Politics 14 Conflict & Negotiation	Self-assessment Paper 2 Due Mon., 5th, by 12pm (noon)
Week 12: Nov 12-18	15 Foundations of Organizational Structure	Submit term paper to Turnitin.com by the 15 th to make sure you receive your report before the 19 th .
Week 13: Nov 19-25	16 Organizational Culture	Term Paper Due Mon., 19th, by 12pm (noon)
Week 14: Nov 26-Dec 2	17 Human Resource Policies & Practices 18 Organizational Change & Stress Management	
Week 15: Dec 3 - 9	Catch up week (after submitting Self-Assessment Paper 3)	Self-assessment Paper 3 Due Mon., 12/3, by 12pm (noon)
Week 16: Dec 10 - 16	EXAM 3 (13-18)	Open 12/10 at 12am Closes 12/12 at 10pm Self-assessment Paper 4 Due Thurs, 12/13, by 10pm

GRADING RUBRIC FOR TERM PAPER

“A” (90-100):

- Writes a well thought-out paper that fully addresses the required topics
- Incorporates pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Avoids distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines exactly
- Provides more than the minimum of 4 peer-reviewed sources and additionally incorporates other sources
- Length of paper meets the requirement

“B” essay (80-89):

- Writes a well thought-out paper that fully covers the topics, but not as thorough as an “A” paper
- Incorporates some pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Mostly maintains focus/avoids being sidetracked by tangents
- Presents most information clearly and concisely and in an organized manner with very minor organization problems
- May contain a few distracting grammar/spelling/etc. problems
- Follows APA formatting guidelines almost exact
- Provides a minimum of 4 peer-reviewed sources and incorporates other source(s)
- Length of paper meets the minimum requirement

“C” essay (70-79):

- Addresses the topics, but not as well or thorough as a “B” paper.
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s), providing needed evidence.
- Doesn’t maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
- Presents little information clearly or concisely and in lacks organization in many areas
- May contain several distracting grammar/spelling/etc. problems
- Somewhat tries to follow APA formatting guidelines
- Provides a minimum of 4 peer-reviewed sources
- Length of paper almost meets the minimum requirement

“D” essay (60-69):

- Does not directly address the topics
- Does not adequately incorporate pertinent and detailed information from peer-reviewed sources and text(s) or provide needed evidence.
- Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
- Information is not clearly or concisely presented and in lacks overall organization
- Contain many distracting grammar/spelling/etc. problems
- Doesn’t follow APA formatting guidelines
- Provides a minimum of 3 peer-reviewed sources
- Length of paper doesn’t the minimum requirement

“F” essay (59 and below):

- Does not address the chosen subject
- Does not incorporate pertinent information from peer-reviewed sources and text(s)
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
- Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
- Doesn't use APA formatting guidelines
- Doesn't provides peer-reviewed sources
- Length of paper doesn't the minimum requirement

GRADING RUBRIC FOR WEB ACTIVITIES/SELF-ASSESSMENTS

“A” (90-100):

- Writes a well thought-out paper that fully addresses the required topics
- Incorporates pertinent and detailed information from provided source(s).
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Avoids distracting grammar/spelling/etc. problems
- Follows designated formatting and length guidelines exactly

“B” essay (80-89):

- Writes a well thought-out paper that fully covers the topic, but not as thorough as an “A” paper
- Incorporates some pertinent and detailed information from provided source(s).
- Mostly maintains focus/avoids being sidetracked by tangents
- Presents most information clearly and concisely and in an organized manner with very minor organization problems
- May contain a few distracting grammar/spelling/etc. problems
- Follows designated formatting and length guidelines almost exact

“C” essay (70-79):

- Addresses the topics, but not as well or thorough as a “B” paper.
- Does not adequately incorporate pertinent and detailed information from provided source(s).
- Doesn't maintain focus and gets somewhat sidetracked by tangents and strays from the topic (more than a “B” paper)
- Presents little information clearly or concisely and in lacks organization in many areas
- May contain several distracting grammar/spelling/etc. problems
- Somewhat tries to follow designated formatting and length guidelines

“D” essay (60-69):

- Does not directly address the topics
- Does not adequately incorporate pertinent and detailed information provided source(s).
- Lacks focus and gets sidetracked by tangents and completely strays from the topic (more than a “C” paper)
- Information is not clearly or concisely presented and in lacks overall organization
- Contain many distracting grammar/spelling/etc. problems
- Doesn't follow designated formatting and length guidelines

“F” essay (59 and below):

- Does not address the subject
- Does not incorporate pertinent information from provided source(s).
- Complete loss of focus and gets continuously sidetracked by tangents and completely strays from the topic
- Information is unclearly presented and in lacks total organization
- Contains much distracting grammar/spelling/etc. problems and is basically incomprehensible
- Doesn't use designated formatting and length guidelines

RUBRIC FOR DISCUSSION BOARDS					
Criteria	Unacceptable 0-1 Points	Acceptable 2 Points	Good 3 Points	Excellent 4 Points	Assigned Grade
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.	
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.	
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.	
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	
Total Points Possible: 20					