MGT 305.04W& 05W &CRW

Management & Organizational Behavior
Spring, 2014 Course Syllabus

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Class Day/Time:	Online
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The best way to contact me is by email or through the Virtual Office. This is an online course; therefore, expect most communication to be online.

IMPORTANT

Each time you send an e-mail the subject line should read MGT 305.03W or MGT 305.10W to ensure that I receive the message. If you follow these directions exactly I will respond to emails within a 48 hour time period. If you do not follow these instructions exactly, I cannot assure you that I will respond as quickly because your e-mail will be lost in a sea of other e-mail messages.

Times in the eCollege are displayed in (GMT-06:00) Central Time (US & Canada)

FYI: The Virtual Office (under the Course Home section) is a great means of communication if you have questions that others in the class may have as well. Let's use this to our advantage and feel free to respond to others' questions if you know the answer.

Textbook: Organizational Behavior, 15th edition, by Robbins & Judge, Prentice-Hall Publishing (With CD or Access to Self-assessment in mymanagementlab)

ROBBINS & JUDGE
ISBN-10: 0132834871
ISBN-13: 9780132834872
Publisher: Prentice Hall

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 organization and the ability to lead people to achieve more effectively toward increased organizational performance. After completing this course, students should be able to:

- Define what is meant by the term 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

1. **Exams:** 45% (3 exams @ 15% each)
2. **Discussion Board:** 15%
3. **Web Activity:** 5% (1 @ 5% each)
4. **Self Assessments** 15% (3 @ 5% each)
5. **Case Analysis** 5% (1 @ 5% each)
6. Paper 15%

Total: 100%

1. Exams: There will be three exams given throughout the semester. Each exam is worth 15%. Please see the following schedule for exam dates. 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.

Exam 1: Opens Feb. 22nd - Closes Feb. 24th.

Exam 2: Opens Mar. 29th – Closes Mar. 31st.

Exam 3: Opens May 3rd – Closes May 5th.

****IMPORTANT**** A missed exam equals a missed exam grade *regardless of the reason* unless you contact me immediately.

2. Discussion Board: The discussion board is worth 15% of your grade. Each week I will post different topics related to the assigned chapter(s) for the week. 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, 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 45 posts and replies with good qualities is simply a suggested number of postings. 50 posts of very low quality at the end of the semester will not hold as much weight as 45 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. I will distribute the total 15 points into each week with discussions. Plan to participate throughout the semester.

The discussions are only open for posting during the week for which they are scheduled. Each week's discussions are open from Monday to the following Sunday. For example, Week 1 discussion opens at midnight on Mon., Jan 13th and closes at 11:59pm Sun., Jan. 19th.

You must keep up with the scheduled readings for the week. Once the chapter has been closed, it will not be re-opened. Students do not have to post to every topic. Keep in mind that the minimum number of postings suggested is 45; therefore, one could do 3-4 posts per week and be in good shape by the end of the semester provided the posts are of high quality.

3. Web Activity: The web activity is worth 5% of your grade.

The activity is due on Feb 8th 11:59PM.

You can find the assignment under COURSE HOME and then WEB ACTIVITY. Assignment should be uploaded to the appropriate Web Activity Dropbox. Remember that you can do these earlier than the due date and go ahead and submit them to your dropbox. **Any papers that are received past due date will automatically drop one letter grade. For each day thereafter the grade drops another letter grade.**

I will give you the grade after the due date, and your grade will depend on not only of your explanation of the associated experience, but also applying the course material, including references to support some of the theories discussed in the textbook. **Moreover, you should have at least four verifiable research references with APA format for each Web Activity to backup your points.**

****NOTE**** All papers would be submitted to the dropbox, and the paper with only a 25% similarity or lower rating in the Turnitin.com would be acceptable. 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 the Dropbox 48 hours in advance of the paper's due date to make sure that you will receive your report in time before the deadline and have some time to do adjustment in case.

4. Self-Assessment: Your text book comes with a self-assessment CD or Access Code or in Mymanagementlab. 15% of your grade is comprised of completing the self-assessments and writing an at least 1-page paper for each of the 3 sections.

The self-assessment scores and papers are due as follows:

I. What About Me? – due anytime before 11:59PM of Mar 1st
II. Working With Others – due anytime before 11:59PM of April 5th
III. Life in Organizations - due anytime before 11:59PM of April 26th

I would like for you to keep in mind that you may feel free to complete all of the self-assessments and all 3 of the papers at any time before the due dates. Technically, you could complete all 51 self-assessments (they are short) and type all 3 papers as soon as you'd like as long as you have them completed by the appropriate due dates. Each paper should be submitted to the appropriate drop box. See Course Home and Self-Assessments for a more detailed explanation of these assignments. **Any papers that are received past due date will automatically drop one letter grade. For each day thereafter the grade drops another letter grade.**

I will give you the grade after the due date, and your grades depend on how well you combine your self-assessment with the **organizational surroundings**. In other words, you should analyze the assessment in the standpoint of your managers so as to correctly judge your behavior and assign you the job suitable to you. Moreover, please give me a deep analysis, not only just telling me which you believe is right or wrong.

I will NOT to remind you of this in each assignment (including three self-assignment and two Web Activities) again, but I do give you the grades in the light of this.

5. **Case analysis:** The case analysis is worth 5% of your grade.

The analysis is due on Mar. 22nd 11:59PM.

Each student will be required to submit a 1-page type written single-space analysis answering the questions located on p. 328. References can be utilized and should be attached as part of the second page. Page restrictions will be closely followed.

Remember that you can do these earlier than the due date and go ahead and submit them to your dropbox. **Any papers that are received past due date will automatically drop one letter grade. For each day thereafter the grade drops another letter grade.**

I will give you the grade after the due date, and your grade will depend on not only of your explanation of the associated experience, but also applying the course material, including references to support some of the theories discussed in the textbook.

****NOTE**** All papers would be submitted to the dropbox, and the paper with only a 25% similarity or lower rating in the Turnitin.com would be acceptable. 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 the Dropbox 48 hours in advance of the paper's due date to make sure that you will receive your report in time before the deadline and have some time to do adjustment in case.

6. **Paper:** 15% of overall grade. The topic of this paper is "All jobs should be designed around group". The paper should be at least a full 5-page paper.

Paper: Due April 19th.

Instructions for the term paper can be found by clicking on TURNITIN INSTRUCTION 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 due date 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 would be submitted to the dropbox, and the paper with only a 25% similarity or lower rating in the Turnitin.com would be acceptable. 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 the Dropbox 48 hours in advance of the paper's due date to make sure that you will receive your report in time before the deadline and have some time to do adjustment in case.

Extra Credit: **I do NOT assign any extra credit work. Please do not ask about it.**

It is the student's responsibility and accountability to ensure that they have a reliable internet connect. Therefore, the student's rationalizations and excuses for reasons of lateness of submittal of assignment is not valid and falls into the category lack of student responsibility and accountability due to not following the instructions and requirements of the syllabus and the assignment.

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 provide 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)

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the Office of Advisement Services, Business Administration Building, Room 314, (903)886-5133

MGT 305 - Tentative Schedule – Spring 2014		
Week of	**Chapter**	**Assignment**
1 Jan 13	1 What is OB?	Begin weekly discussion Postings and Introduction
2 Jan 20	2 Diversity in Organizations 3 Attitude and Job Satisfaction	
3 Jan 27	4 Emotions and Moods	
4 Feb 3	5 Personality & Values	**Web Activity** **Due Feb 8th 11:59PM**
5 Feb 10	6 Perception and Individual Decision Making	
6 Feb 17	**Exam 1(Chapter 1-6)**	**Open from Feb 22nd – Feb 24th**
7 Feb 24	7 Motivation Concepts 8 Motivation: From Concepts to Applications	**Self-Assessment Paper 1** **Due Mar 1st 11:59PM**
8 Mar 3	9 Foundations of Group Behavior 10 Understanding Work Teams	
9 Mar 10	**Spring Break**	
10 Mar 17	11 Communication 12 Leadership	**Case Analysis** **Due Mar 22nd 11:59PM**
11 Mar 24	**Exam 2(Chapter 7-12)**	**Open from Mar 29th– Mar 31st**
12 Mar 31	13 Power& Politics	**Self-Assessment Paper 2** **Due April 5th 11:59PM**
13 April 7	14 Conflict & Negotiation	
14 April 14	15 Foundation of Organizational Structure 16 Organizational Culture	**Paper** **Due April 19th 11:59 PM**
15 April 21	17 Human Resource Policies & Practices 18 Organizational Change & Stress Management	**Self-Assessment Paper 3** **Due April 26th 11:59PM**
16 April 28	**Exam (Chapter 13-18)**	**Open from May 3rd – May 5th**
17 May 5	**Dead Week**	

GRADING RUBRIC FOR WEB ACTIVITIES, SELF ASSIGNMENTS

"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

GRADING RUBRIC FOR TERM PAPER

“A” (90-100):

- Writes a well thought-out paper that fully covers the chosen subjects
- 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 6 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 chosen subjects, 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 5 peer-reviewed sources and incorporates other source(s)
- Length of paper meets the minimum requirement

"C" essay (70-79):

- Addresses the chosen subjects, 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 chosen subjects
- 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 subjects

- 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

Assignments that meet the standard of performance receive a C (average), those that do better receive a B, and those that are exceptional receive an A. This means that every student that meets the requirements of an assignment will get at least a C, but grades above a C (80 or higher) are reserved only for the top assignments in the class.

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: 15					

RUBIC FOR CASE ANALYSIS: UNETHICAL TEAMS

Program/Objectives				
	Exemplary	**Proficient**	**Emerging**	**Unsatisfactory**
Goal 1/Objective B: Students will demonstrate proficiency in written communications by creating clearly printed documents that knowledgeably detail appropriate content and conclusions.	The student was very effective in demonstrating proficiency in written communications in the analysis.	The student was effective in demonstrating proficiency in written communications in the analysis.	The student was somewhat effective in demonstrating proficiency in written communications in the analysis.	The student did not show evidence of being proficient in written communications in the analysis.
Goal 2/Objective A: Students will demonstrate an ability to identify, discuss, and resolve business issues.	The student appropriately demonstrated an ability to identify, discuss, and resolve business issues.	The student appropriately demonstrated most of the abilities to identify, discuss, and resolve business issues.	The student appropriately demonstrated some of the abilities to identify, discuss, and resolve business issues..	The student did not appropriately demonstrate the abilities to identify, discuss, and resolve business issues.
Goal 2/Objective C: Students will demonstrate an ability to include ethics as a part of an effective decision making strategy.	The student has shown strong evidence of possessing the ability to include ethics as a part of an effective decision making strategy.	The student has shown some evidence of possessing the ability to include ethics as a part of an effective decision making strategy.	The student has shown minimal evidence of possessing the ability to include ethics as a part of an effective decision making strategy.	The student has not shown any evidence of possessing the ability to include ethics as a part of an effective decision making strategy.
Goal 3/Objective B: Students will demonstrate a general knowledge of	The student has shown strong evidence of having core	The student has shown some evidence of having core	The student has shown minimal evidence of having core	The student has not shown any evidence of having core

core business skills and an understanding of ethical issues in a business context.	business skills and an understanding of ethical issues in a business context.	business skills and an understanding of ethical issues in a business context.	business skills and an understanding of ethical issues in a business context.	business skills and an understanding of ethical issues in a business context.