



**Organizational Behavior
MGMT 5301 F2F
Fall 2018**

I. INSTRUCTOR, COMMUNICATION & ONLINE LEARNING COMMITMENT

Instructor: Dr. Jody Fry
Office: 318J Founders Hall
Email: Please use Canvas email. Use my TAMUCT email only when Canvas is not available: lwfry@tamuct.edu

Office Admin: Melanie Mason 254-519-5437.

Phone: I am often away from my office. The best way to contact me to receive a timely response is via Canvas email which I check often during weekdays.

Office Hours: Online: Monday & Thursday 9:00 – 11:00 a.m.
Campus: Wednesday 3:00-6:00; Thursday 12:30 - 3:00
Hutto EWCHEC: Monday 5:30 - 6:00
By appointment

Mode of instruction and course commitment:

This is an online supported course utilizing the TAMUCT Canvas learning management system for class communications, content distribution, and assessments. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site and the required supplemental McGraw-Hill Connect LearnSmart modules.

This graduate course is extremely time intensive. In addition, it includes a team project in which your colleagues will be dependent on you to be contentious and put in the time necessary to perform at a high level. Be sure you are ready and willing to meet these time and workload challenges.

Student-instructor interaction: I am accessible mainly through Canvas messaging, which I check several times a day during the week and usually at least once on weekends. I will get back to you within 24 hours during the week and within 36 hours on the weekend.

Online Office Hours: During the online office hours listed above I will be at my computer and available for rapid messaging response. I also encourage students to interact with me during office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to speak by phone, please email me with your phone number and best times to call. If you wish to access the course web conferencing room (WebEx) during office hours, please send me a message and we can interact that way (includes video, voice and chat).

Course Q&A, and Case Analysis Outline Discussion Forums: As an additional interaction tool, I have set up discussion boards within the course web site for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix A. Please use these forums to ask questions which other students would also benefit from the Professor's response. For questions of a personal or individual nature, use Canvas messaging.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas. UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/UNILERT>

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

II. COURSE INFORMATION

Course Overview and Description:

The purpose of this course is to demonstrate the importance of organizational behavior to your own personal and organizational life. You are or probably will be an employee of an organization—and in all likelihood of several organizations—during your career. You may eventually become a team leader, a manager, or an executive. Studying organizational behavior will help you attain the knowledge and competencies needed to perform effectively in all of these roles. These will help you diagnose, understand, explain, and act on what is happening around you in your job.

Student Learning Objectives (SLOs): At the conclusion of the course students will be able to:

1. Understand and apply concepts of organizational behavior.
2. Identify the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Discuss the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision-making.
5. Critically analyze individual employee characteristics (personality and cultural values and the different types of abilities- cognitive, emotional and physical).
6. Utilize team mechanisms (communication, negotiation, leadership styles and behaviors) for team effectiveness.
7. Evaluate the importance of organizational structure and organizational culture within an organization.
8. Analyze real world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.

9. Understand the relevance of organizational behavior for sustainability and sustainable development.

Required Readings and Textbook:

Colquitt, J, LePine, J. & Wesson, M. (2017). *Organizational Behavior*. New York: McGraw-Hill. 5th Edition. ISBN: 9781259545092. *The 5th edition of the text is required.*

[Library EReserves](#): The TAMUCT Library has arranged to place several supplemental articles and resources on electronic reserve specifically for this class. These resources have been designed directly into the course content. Students will find the links to these “EReserves” on the Canvas Course Web Site associated with the Unit where they are assigned.

III. COURSE REQUIREMENTS

Syllabus Changes: Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name Students will be advised via a Course Message and Announcement of the Syllabus change.

Late Submissions: Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days unless arrangements are made before the due date.

Learning and demonstrating the ability to perform case analyses is a significant part of this course. For one individual assignment and multiple team assignments, you are required to apply the Case Analysis Outline in Appendix A. Being able to apply this case analysis process, both individually and as part of a team, is what distinguishes graduate from undergraduate work in management. In doing so you are required to not only learn and demonstrate your knowledge of the basic vocabulary and concepts in organizational behavior, you must demonstrate that you can:

1. Take a real world situation and analyze it using distinct approaches that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the most relevant concepts or models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed and implemented, then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization continues to be effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these models, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

The bottom line in all of this is to help you develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness.

Individual Assignments:

1. Course Profile and Agreement: (10 points) This form outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of a graduate student. Be sure to read the Syllabus fully and tour the course web site prior to signing this form. Should you have questions after reading the Syllabus and touring the web site, post to the Course Q&A Discussion Board and Dr. Fry will respond. This Profile/Course Agreement is due at the end of the first week of class.

2. Introductory Discussion Forum: (60 points) We will be establishing a community of learning in this class and, given you will be working in groups, you need to get to know your student colleagues. The first week of class students are required to post an introduction to this Discussion Forum. Be sure to include: What degree you are pursuing, what point are in your studies, your current and past work experience, what you hope to learn in this class, what you are looking for in a team, what you would bring to a team, and a personal tidbit about you (e.g. hobbies or family). Posting a picture is optional. 30 points of your grade is based on an initial posting of at least 2 full paragraphs containing all the information listed above. The additional 30 points is based on responses to at least 2 of your colleagues (15 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class and expectations of a team.

Although there is only one discussion forum for this assignment, there are separate deadlines, one for posting your initial profile (due by 9/4) and one for the responses to your colleagues (due by 9/10).

Course Q&A, and Case Analysis Outline Discussion Forums: I have also set up discussion boards for (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline, given in Appendix A.

3. Chapter Exams (180 points) SLO 1: There will be two objective examinations (all true/false and multiple choice questions) during the semester. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exam 1 covers 7 chapters plus supplemental information covered to date in the class and be worth 79 points. Exam 2 covers 9 chapters for a possible 101 points. There are 15 questions per chapter and each question is worth .75 points. The best way to prepare for Exams is to complete all Learn-Smart assignments, listen to the Professor video for each chapter, take notes on any supplemental readings, and study the publisher provided PowerPoint presentations.

Exams will be available over a 72 hour period online (see Course Schedule for exact dates/times). Exams will be timed (120 minutes for Exam 1 and 150 minutes for Exam 2) and, once started, must be completed in the same sitting. Exams will be open-book and open-note, however given the time limitations you will only have time to consult notes for a few questions so you must study and be familiar with the material. You only get one attempt at each exam. Due dates for your exams are given in the Exam link and Course Schedule. Make-ups are only for those people who missed the exam due to a medical emergency and documented with a doctor's note. Should you have this situation email Dr. Fry prior to the Exam period closing and request a makeup.). **Make ups will be give the weekend following the scheduled exam. If you miss that exam there will be one last chance to take it the last week of the semester.**

For help in how to prepare for objective exams see:

<http://people.uwec.edu/ivogeler/multiple.htm>

<http://earth.callutheran.edu/student-success/academics/documents/TakingObjectiveTests-MultiplechoiceTrue-FalseandFillintheBlank.pdf>

<http://www.houghton.edu/academics/academic-resources/center-for-academic-success-and->

[advising/study-advisement/test-taking/multiple-choice-and-truefalse-tests/](#)

4. Sustainability Discussion Forum (100 points) SLOs 8 & 9:

This discussion forum requires you to reflect on issues related to sustainability and sustainable development as it relates to leadership for sustainability (for more on sustainability, see Appendix B). 50 points of your grade is based on an initial posting of at least 2 full paragraphs containing all the information listed above. The additional 50 points is based on responses to at least 2 of your colleagues (25 points each) addressing thoughtfully their portion of their post.

Your postings/insights in the Discussion forum are based on the following:

- application of course concepts;
- demonstrated understanding of the assigned material;
- ability to articulate your analysis clearly; and
- integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.

Please note that there are separate deadlines, one for posting your initial profile and one for the responses to your colleagues for each discussion. See the syllabus link in Canvas for due dates.

5. Organizational Behavior Development Journal Entries (OBDJ) (5 points each, total 50 points)

SLOs 1-7: In this course you are required to compose journal entries in which you record what you have learned from completing each of the assigned exercises or assessments. The **OBDJ** is a key place where you should demonstrate that you have mastered and can apply course concepts. There are entries throughout the semester that are due with each module. Instructions for each entry are included in the course web site modules. Late submittals are NOT allowed for these assignments, you must keep up.

For the assessment related assignments students must report their scores, interpret them in accordance with learned text concepts, and then reflect on and discuss the implications for their current and future job settings. Each portion of this analysis for the assessments should be one complete paragraph. For exercises, be sure to include the Exercise Questions in bold along with your answers. Expected length for responses is 1-2 complete and fully proofread paragraphs per question.

A well thought out and complete response to each exercise/self- assessment applies concepts from the text to fully support your analysis. Grading points will be based on insightful and thorough treatment of the topic, including accurate application of text concepts.

OBDJ Assignments must be completed on time to receive credit.

The assigned exercises and assessments that will comprise your Organizational Behavior Development Journal are:

1. Ch. 16 University Culture, p. 534
2. Ch. 15 Exercise: Creative Cards, Inc. (p. 503-504) do this as an individual only; address questions in 15.1 & 15.2)
3. Stakeholder Exercise (based on supplemental reading)
4. Ch. 12 Project Team Cohesion, p. 391
5. Ch. 13 Political Skill, p. 423
6. Ch. 4 Core Job Characteristics, p. 107.
7. Ch. 5 Type A Behavior Pattern, p. 140
8. Ch. 7 Unethical Behavior, pp. 224-225 do this as an individual only; address questions in 7.2, 7.4 & 7.5

9. Ch. 9 The Big Five, p. 271
10. Ch. 10 Emotional Intelligence, p. 320

5. Individual Case Exam (150 points) SLOs 2-7 – This individual Exam will require you to analyze a textbook case or an article from a business periodical (e.g., Business Week, Fortune, Forbes, etc.). *This exam requires a case analysis that follows the Case Analysis Outline (see Appendix A).*

This case exam will occur midway through the semester and be an excellent way to show your preparation for the coming Team Case Project. Due date and more detail on this exam is given in Canvas. Students are responsible for all material covered in the course up to the time of the case exam. You must organize your exam using headings and subheadings that reflect the Case Analysis Outline.

6. Individual Analysis of Team: Team Assessment and Plan for Change

(150 points) SLO 6: This assignment challenges you to analyze the factors that influenced your team's effectiveness and to offer suggestions for how your team could have been more effective, if you had the time to implement your recommendations.

The written assignment itself should be in the form of a report from you to Dr. Fry. Length guidelines are offered below for each section of the memo. Single space writing within each paragraph and/or bullet point; double space between paragraphs/bullet points. Be sure to label each section.

Section One: Give a brief chronology of your team's development in bullet form. Be sure and draw on relevant material on the models of team development (Figure 11-2, page 345 in text). For each point, support your analysis with specific team occurrences.

Section Two: Access the Team Assessment Inventory on the library eReserves (password warriors) and analyze your team according to the inventory. Report out your Team's scores for each of the seven sections of the inventory (I-VII) in bullet form. Write a short paragraph (2-3 sentences) analyzing each of the 2 sections for which your team scored the highest, and also for the 2 sections where your team scored the lowest. (4 short paragraphs total highlighting why your teams scored as it did)

Section Three: What team dysfunctions are suggested by your team scores? If none, explain why you believe this was the case. For this section write one medium-length paragraph (3-4 sentences).

Section Four: Based on this inventory, what specific changes would you propose to improve the effectiveness of your team? Determine 3-4 improvements. For each, write a short paragraph outlining the suggestion, do your best to include concepts you have learned this semester.

No late submissions will be accepted for this assignment.

Team Assignments:

1. Team Process Assignment (75 Points) CLO 3, 6, 7: This assignment requires you as a team to begin forming and examine the process of how you will work together – one of the primary areas of focus in the study of organizational behavior. **Follow the outline given in the Team Handbook provided in the EReserves on the Course web site as an attachment with this assignment.**

- I. Who are we?
- II. What do we want to accomplish?
- III. How do we organize to meet our goals?

- IV. How will we operate?
- V. How do we continuously learn and improve?

For section 1, follow suggestions 1 & 3 (p. 4) for each group member.

For section 2, address all four categories on page 5. This is about your team and the process you will follow to make sure your team goals are met.

For section 3, discuss the three major aspects that are essential to organizing a team, especially the roles that will be assigned to each team member. Also be sure and include a detailed work schedule per suggested steps 1-5 on page 21 for all team assignments.

For section 4, be specific about who will do what and how you will operate. See chapter 12 for more on this.

For section 5, all will not be rosy. Address how you will handle such things as conflict and disagreements over the quality and quantity of a team member's contribution and how to provide feedback if/when this comes up.

Finally, in this assignment collectively come up with a team name.

You will turn in your Team Process Assignment as an attachment through the assignments link on the Course Menu, which will also include its due date. Use this format – Course Identification and Term_Team Process Assignment_Your Team Name. Submit only one assignment per group.

If you do not achieve 53 points (70%) on the first try, you will be required to revise and resubmit. On this second attempt you will only be able to achieve at most 60 points (80%) so best to complete the assignment completely the first time.

2. Team Case Project (225 points Total) CLO 1, 2, 6, 7, 8, 9: For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development. See Appendix B for possible candidates to study.

A. Final Team Project Proposal (75 points): As a group brainstorm and decide on a company you want to research extensively for your final case assignment. Use the The links below or library resources to find credible company information. Be sure there is enough publicly published information about the company to pull together a well written in-depth case analysis. After deciding on your company, and finding at least 5 credible written sources, submit a 2-3 page proposal for approval. It should follow as much as possible at this stage the first two sections of Case Analysis Outline. In particular formulate an initial management question and *provide sources in proper APA format (use the library links for sources and APA format)*. **Submit your proposal through the assignments link, which will also give its due date. Grading criteria for this proposal is provided in the Assignment in Canvas.**

After the proposals are graded, each team is required to hold a web conferencing meeting with Dr. Fry to receive feedback and discuss the upcoming major case analysis paper. Each team will contact Dr. Fry with possible meeting times and Dr. Fry will select one. A majority of the team members must attend. It is up to the team members to decide the meeting format (e.g., Skype, Zoom, Canvas WebEx), and offer all members, including Dr. Fry, invitations to the meeting.

B. Final Team Project (150 points): The analysis of the company, the format of the report and its grading will follow that of the Case Analysis Outline in Appendix A. For this project teams are required to pick an organization to study that is addressing issues related to sustainability and sustainability development.

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the

Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with. **For example sustainability organizations you might choose to study see appendix B.:**

It is incumbent on you to write up enough detail on the organization so that I can follow the application of course concepts/models to the case situation. *A general rule of thumb is that the case situation write up should comprise about 50% of your paper.*

The paper will be due the final week of the semester and should be 10+ pages, single spaced with double spacing between paragraphs. In addition to the 10+ pages, the report should have a beginning cover sheet, ending bibliography, and an appendix, if needed, with appropriate exhibits. The works cited page and citations should be in APA format. The analysis of the company, the format of the report, and its grading will follow that of the Case Analysis Outline in Appendix A.

Make sure that every citation in your references is cited in the body of your paper. Multiple citations from the same web site only count as one citation toward the ten-reference requirement. **Students in online classes do not need to prepare a PowerPoint Presentation for this assignment.** *Face-to face classes will present their case analysis the last class of the semester and will need to prepare a formal presentation.*

Be sure and take advantage of the library links in the course menu AND the business librarian, who is at your disposal for help on this project. It is not sufficient to use "googling" to find sources for this paper; you must use the library databases to find credible business press sources. Submit your Final Team Project through the assignments link, which will also give its due date (last Wednesday of the semester).

No late submissions will be accepted for this project.

Team Member and Individual Performance:

Collaboration is permitted **ONLY** for the team assignments. All other work in the course must be your individual work.

Teams will be assigned the third week of the semester. Based on the Introductory Discussion Forum, students are allowed to either form their own teams or be assigned to a Team. Teams are made of 5 members. If you wish to form your own team, contact fellow students via the course messaging system and obtain their agreement to join the team prior to messaging Dr. Fry. **Team preferences MUST be sent in a course message (copying all team members) to Dr. Fry by WEDNESDAY of week 2 by the latest.** At that point anyone not on a Team will be assigned to a Team.

Teams should begin working together immediately and will be given a Team page that includes a Team discussion forum, Collaborate room, and Wiki.

I expect each team member to fully participate on team projects. All team members will receive the same grade for the team assignments. However, I reserve the right to make exceptions to that practice as circumstances such as performance imbalance or communication issues warrant. I also reserve the right to administer peer evaluations at any time and to consider these in the allocation

of grades among team members.

If at any time, you believe that a team member is not living up to his/her commitments, you have the right to remove them from your team. To remove a team member:

1. First, meet as a team either in person or through the Collaborate web- conferencing tool you have been provided and discuss the issue with the offending team member. Document your meeting in writing and send it to me via a message.
2. I will then initiate a conversation with the offending team member.
3. If the situation fails to improve, document the team member's lack of participation and performance.
4. Notify me in writing of the situation.
5. If I decide to remove the team member after consulting with the offended team members and the offending team member, the terminated member will be responsible for completing an independent Team Assigned Case Presentation and/or Final Case Project on their own.

Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 Days from the due date unless arrangements are made before the due date.

Grading Criteria Rubric conversion:

Activity	Possible Points
Course Profile/Agreement	10
Introductory Discussion Forum	60
Chapter Exams	180
Sustainability Discussion Forum	100
OB Development Journal Entries (10 @ 5 points each)	50
Individual Case Exam	150
Individual Analysis of Team	150
Team Process Assignment	75
Final Team Project Proposal	75
Final Team Project	150
T O T A L possible points	1,000

Course Grades will be calculated as follows:

Course LETTER GRADE	Total Point Range
"A"	900-1000
"B"	800-899
"C"	700-799
"D"	600-699
"F"	599 or below

Note #1: There will be **no deviation from the associated points required for a certain letter grade** show in the table above.

Note #2: Extra Credit: There is no extra credit in this course.

Note #3: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

Note #4: Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

Note #5 - Peer Evaluation: All students must fill out one or more peer evaluation forms. I use this as a mechanism to determine an individual's contribution to the team's effort. If you rate a team member significantly higher or lower than the other team members, you must write down the specifics of the situation and justify your rating.

Note #6 - Posting of Grades: Grades for Chapter Exams will be posted the day after the availability period has passed. Grades for Major assignments and the Individual Case Exams will be posted within one week following the due date.

IV. Course Schedule

Note: All OBDJ Assignments are due by midnight Sunday of the week they are assigned.

Dates	Unit	Text Chapter	Subject/Readings	Assignments OBDJ = Org. Behavior Development Journal
Aug 27– Sept 2	1	Ch. 1	Introduction/Syllabi What is Organizational Behavior	View Course Welcome Read Syllabus Read Ch. 1 View Unit 1 & Ch. 1 Videos Course Profile/Agreement Due 9/2 Intro discussion forum first posts due 9/2

Sept 3-9		Ch. 16	Organizational Culture and Sustainability	Read Ch. 16 View Ch. 16 Video OBDJ Entry #1, Ch. 16 Intro discussion forum second posts due 9/9
Sept 10-16	2	Ch. 15	Organizational Structure EReserve – Team Handbook	Read Ch. 15; View Ch. 15 Video Read “Team Handbook” on EReserves OBDJ Entry #2, Ch. 15 Team Assignments posted by 9/19, 6 p.m.
Sept 17-23			Case & Situational Analysis EReserve – Savage et al. Stakeholder Analysis article	Review Video, PPT & Article on Case, Situation and Stakeholder Analysis OBDJ #3 - Stakeholder analysis
Sept 24-30	3	Ch. 11	Teams – Characteristics and Diversity	Read Ch. 11 View Ch. 11 Video Review Supplemental Team Materials – EReserves OBDJ #4 – Ch. 12
Oct 1-7		Ch. 12	Teams – Processes and Characteristics	Read Ch. 12; View Ch. 12 Video; Review Material on Leadership For Sustainability Team Process Assignment due 10/5 1st Post Leadership for Sustainability Discussion Forum due 10/7
Oct 8-14	4	Ch. 13	Leadership: Power and Negotiation Leadership: Styles and Behavior	Read Ch. 13 View Ch. 13 Video OBDJ Entry #5, Ch. 13

Oct 15-21		Ch. 14	Leadership Styles and Behaviors	Read Ch. 14 View Ch. 14 Video 2nd Post Leadership for Sustainability Discussion Forum due 10/16 Exam 1 Available 10/17, due 10/21
Oct 22-28	5	Ch. 2 Ch. 3	Job Performance Organizational Commitment	Read Chapters 2 & 3 View Ch. 2 & 3 Videos Final Team Case Project Proposal Due 10/24
Oct 29- Nov 4		Ch. 4	Job Satisfaction	Read Ch. 4 View Ch. 4 Video OBDJ Entry #6, Ch. 4 Individual Case Exam Available 11/1
Nov 5-11	6	Ch 5 Ch 6	Stress Motivation	Read Ch. 5 & 6 View Ch 5 & 6 Videos OBDJ Entry #7, Ch. 5 Individual Case Exam Due 11/11
Nov 12-18		Ch 7	Trust, Justice and Ethics Supplemental EReserve Reading on Ethics	Read Ch 7 & Supplemental Article View Ch 7 Video OBDJ Entry #8, Ch. 7
Nov 19-25	7	Ch. 8 Ch. 9	Learning and Decision Making Personality and Cultural Values Ability	Read Ch. 8, 9 & 10 View Ch. 8, 9 & 10 Videos OBDJ Entry #9, Ch. 9
Nov 26- Dec 2		Ch. 10	Ability	LS Chapter 10 OBDJ Entry #10, Ch. 10 Exam 2 Available 11/28, due 12/2
Dec 3-12	8		Course Wrap-Up	Final Team Project Due 12/5 Individual Analysis of Team Due 12/9

V. CLASS POLICIES

Classroom Policies: I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **communications to me, and most importantly, communications to your class and team members.**

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.
- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can't decide you're just "not interested" in attending the meetings you and colleagues have previously scheduled for a critical work project. That means, while taking this course, you can't just decide you don't feel like showing up for the meetings you and your teammates have agreed on. If you needed to miss a scheduled meeting due to emergency, you would inform your teammates in a courteous manner and make arrangements to fill you in on what you missed.
- You would never show up to a business meeting empty handed and unprepared. Equally, you would never show up to meetings with your teammates unprepared. You should have read the relevant course materials (e.g., lecture videos, handouts, assignment requirements, etc.) prior to meeting with your teammates. You should also be prepared to make insightful contribution to the discussions.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit graduate-level-worthy work to your teammates and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate graduate-level writing skills (I strongly recommend that you utilize the writing center if needed).

Netiquette: Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online supported course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.

- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U," and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

Continued enrollment in this course indicates agreement with these policies.

VI. PROFESSIONAL WRITING AND COMMUNICATION STANDARDS

Course Standards: Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email/messaging correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards, including one inch margins and 12 pitch Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu. These key links include:

Overview library guide for citing:
<http://tamuct.libguides.com/c.php?g=206634>

Purdue Online Writing Lab for APA:
<https://owl.english.purdue.edu/owl/section/2/10/>

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other

events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

University Library Services: *Information literacy* focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class in conjunction with the final Team Case Project.

Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

<http://www.tamuct.edu/departments/library/index.php>

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

<http://tamuct.libguides.com/c.php?g=117073&p=762177>

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. **Ms. Margaret Dawson** is the lead Business Librarian and she is available to assist you and your team with your research. Her email is madawson@tamuct.edu; she is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

Vii. TECHNOLOGY REQUIREMENTS AND SUPPORT

Canvas Competency and Computer/Internet Access: This course will use the TAMU-CT Canvas Learn learning management system (LMS) for class communications, content distribution, and assessments.

- **Logon** to <https://tamuct.instructure.com> to access the course.
- **Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- **Initial password:** Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course and taking it a semester when a face to face option is offered.

As of this Syllabus's printing Chrome is the suggested browser to use with TAMUCT's Canvas LMS (please note this could change).

Computer Compatibility: Be sure to check browser compatibility for all computer you use for this course. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. *Issues with technology or your personal computer are not allowable reasons for missing a deadline, be sure you have the correct computer configurations and have a back-up computer available.*

Your ability to function well within the Canvas system will improve your success in this course. Links are provided via your Dashboard to become more proficient on the Canvas LMS, be sure to access and view these resources.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support: For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact Dr. Fry. The Course Q&A Discussion Forum on the course web site is specifically for this purpose, please post questions to this forum so all students can benefit from my responses. Canvas email should be used if the issue is an individual one.

VIII. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form [Drop Request Form](#)
[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Important information for Pregnant and/or Parenting Students. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.edu/departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. For more see the UWC's orientation video. <http://www.kaltura.com/tiny/kf5zv>

The UWC is also continuing with synchronous online writing tutoring this semester, which has grown substantially over the past two semesters. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. Using WOnline, students can schedule video consultations with trained UWC tutors, and they will be able to work with UWC tutors from the comfort of their own homes!

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective

composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Appendix A Case Analysis Outline

A significant amount of this course is centered on you learning how to apply the Case Analysis Outline given below. Being able to apply this case analysis process, both individually and as part of a team, is what distinguishes graduate from undergraduate work in management. For exams and assignments that require you to apply the Case Analysis Outline, you must demonstrate that you can:

1. Take a real world situation and analyze it using distinct approaches that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the most relevant concepts or models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed and implemented, then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization continues to be effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these models, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

1. **Situation Analysis (20%):** Describe briefly in no more than 2-3 paragraphs the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. Be sure and include a:
 - A. Vision/Purpose/Mission/Values Statement
Identify any issues related to:
 1. The organization not having a stated set of Vision/Purpose/ Mission/Values.
 2. The organization not living up to its stated set of vision/Purpose/Mission/Values.
 - B. Stakeholder analysis:
 1. Identify key stakeholders.
 2. Identify expectations for each stakeholder.
 3. **Identify any issues related to** unmet stakeholder expectations.
 4. Apply the Savage et al., framework to the stakeholders and other relevant organizations (e.g. competitors) in the case.
2. **Issue(s) Statement & Management Question (15%):**
 - A. List and briefly summarize the key issues you identified in your Situation Analysis.
 - B. Close this section with a *single, concise but comprehensive underlying management question* that must be answered to address the key issues from A.
3. **Organizational Behavior Analysis (35%):** Apply in-depth 3-4 course concepts/models. This means that you should identify a model/concept (e.g., Org. Structure from Ch. 15, the Big Five Personality Factors from Ch. 5) and use it to analyze/describe what's going on in the case relative to the key issues and the management question to be addressed. If the case differs from what the model suggests or recommends, this provides evidence that the model can be useful in addressing the key issues and answering the management question.
4. **Identification and Evaluation of Alternatives (15%):** Based on the Organizational behavior

Analysis, identify three or more specific, mutually exclusive options/alternatives that should be evaluated to address the issues and the underlying problem. Label each with a brief key word name that identifies the alternative, i.e., Reorganize the Division. Then develop and fully discuss the pro's and con's, and related implications of each alternative.

5. **Recommended Alternative (5%)**: Which of the alternatives in Section 4 does your team recommend and why? Give 2-3 concrete reasons this is the best alternative.
6. **Implementation and Conclusion (10%)**: Describe and discuss the strategic and operational issues related to implementing the recommended alternative. Include a course concept/model to follow along with a timeline for implementing it.

Appendix B Sustainability Resources

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

The term “sustainability” has an important history. In 1983, the United Nations convened the World Commission on Environment and Development (WCED), known informally by the name of its chair, Gro Harlem Brundtland. The Brundtland Commission’s report, *Our Common Future* (1987), contains one of the most often cited definitions of sustainability:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social and business organizations on the environment’s ability to meet present and future needs.”

The scope of sustainability is frequently described as including three spheres – social, environmental, and economic. To use an accounting metaphor, sustainability projects must be evaluated according to a “triple bottom line” of social, environmental, and economic responsibility. A Venn diagram depicts the interdisciplinarity of sustainability as a field of inquiry:

The Three Spheres of Sustainability



You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose an organization, public or private, that you may or may not have direct contact with.

Below are links for of organizations committed to sustainability that you might choose for your Final Team Project.

2018 Sustainable Champion Award Organizations

<https://sustainableconnections.org/2018-sustainability-champion-awards/>

2018 Most Sustainable Corporations

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/>

Change the world Companies – Fortune Magazine (all links are the same topic)

<http://fortune.com/video/2017/09/07/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

<http://fortune.com/change-the-world/>

<http://fortune.com/2017/09/07/change-the-world-money/>

Small Businesses with a Sustainability Focus

<http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>

<https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>

<https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

Triple Bottom Line Organizations

<https://earth911.com/business-policy/triple-bottom-line-7-companies/>

<http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>

<https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>

<https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

Conscious capitalism Organizations

<https://www.consciouscapitalism.org/heroes>

<https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>

Example sustainability organization cases

<http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>