



## MGMT 3350-120 Organizational Behavior

January 16, 2018 – May 10, 2018

16 Week Online Course

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Julia Berrios, Adjunct Faculty

**Office Hours:** Founder's Hall 323L

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### **Office Hours:**

Office hours are online and by appointment only.

### **Mode of instruction and course access:**

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System, which can be accessed at <https://tamuct.instructure.com>. For information on how to access Canvas, please refer to section "Technology Requirements and Support" in this syllabus. There are prerequisites to this course such as solid knowledge of APA style, familiarity with the use of PowerPoint, Microsoft Word, the Internet, and attaching documents. You will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course website. Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning.

There are prerequisites to this course such as solid knowledge of APA style, familiarity with the use of PowerPoint, Microsoft Word, the Internet, and attaching documents. You will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course website in Canvas. The course consists of 16 modules. For 16-week courses, each module lasts one week starting Monday and ending on Sunday night at 11:59 p.m. with all work for the module being due at that time. For 8-week courses, two modules have to be completed within one week starting Monday and ending on Sunday night at 11:59 p.m. with all work for the two modules being due at that time.

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning.

**Student-instructor interaction:**

I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Do not use my TAMUCT email for course related matters. If your concern needs my immediate attention, please text me and you will receive an immediate reply.

Please provide in the subject line of each Canvas Inbox message the course information “MGMT 3350-120” so that I can identify your class. If you text me on my cell phone, please mention the same information in your text.

Please practice good communication skills. Remember that Canvas communication and Canvas Inbox are communication in proper format. We will practice formal business communication emails so that you will develop good habits. Start out every Canvas message and discussion post with the name of the person you are addressing and close with your name. Utilize spelling and grammar check to help you write better.

**The Operation of the Online Course and Being an Online Student**

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the weekly tasks and assignments are posted in each week’s individual tab that will be made available Sunday night and will be due by Sunday night at midnight.

**What You Can Expect of Me**

You can expect that I will create a respectful learning environment where all of us can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.

**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>] 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.

## **COURSE INFORMATION**

### **Course Overview and description:**

Organizational Behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

### **Course Objective:**

Students completing this course will be able to understand the importance of taking a systematic approach to the study of individual and group behavior in organizational settings. They shall analyze, synthesize, comprehend, and explain all components of the OB model and its relationship to the successful operation of modern organizations. An extensive study of the principles of psychology, sociology, and social psychology will allow students to be more effective members of organizations to which they might belong now or in the future.

At the close of the semester, students will be able to:

- Identify the factors that impact individual and group behavior in organizations and how organizations manage their environments.
- Analyze, describe, and manage attitudes and behavior in organizations.
- Improve and change individual, group, and organizational behavior to attain individual, group, and organizational goals.
- Analyze organizational behavior at three levels: the individual, the group, and the organization as a whole.
- Use the tools of organizational behavior to increase individual, team, and organizational effectiveness.

Specific Learning Objectives for each text chapter are included as Appendix A to this Syllabus.

### **Student Learning Outcomes:**

Analyze behavior of people at work in all types of organizations. Learn fundamentals of organizational behavior, values, ethics, motivation, group dynamics, individual differences, attitudes, decision-making, conflict, power, change, stress, leadership, rewarding behavior, communication, and organizational structure. Prerequisite(s): MGMT 3301 and BUSI 3301.

### **Required Textbook:**



Organizational Behavior, 2nd Edition  
Angelo Kinicki & Mel Fugate (2018)  
McGraw-Hill  
Loose-Leaf text with Connect Plus  
©2018, ISBN-13 **9781260302875**

## Suggested Course Material:



Publication Manual of the American Psychological Association, 6th Edition  
American Psychological Association  
Softcover, 272 pages  
©2010, ISBN-13 978-1433805615

*It is highly advisable that that you keep this text following the course, as APA citations are the required citation method within the Department of Management & Marketing and will be used throughout your undergraduate and, hopefully, graduate education.*

## COURSE REQUIREMENTS

### **Introductory Biography and Student Course Agreement (2%):**

Both graded activities are required. The Introductory Biography Statement (2-3 paragraphs) is a discussion forum assignment that should include: a recent picture (optional), your major, where you are in your studies, a summary of work experience, aspirations for future career and some personal tidbit like family or hobbies. In addition, share with your classmates what social style you possess (assessment is in Module 1 in Canvas) and how this might influence your behavior at work or in school. Evaluation criteria for this forum will be clear writing, and inclusion of all required elements. This Introductory Forum will help orient everyone to the “community” of our class, and let you begin thinking about how organizational behavior fits into your career aspirations. Be sure to respond to at least 2 peers. **No late submissions will be accepted.** Consider it like coming to class. If you fail to show up, you missed your opportunity to participate in the classroom discussion.

The Student Course Agreement is an assignment that requires you to fill out a form, digitally sign it, and submit it as an attachment in the assignment submission link. **Late submissions will be accepted but without any credit.** Completion of this assignment is required in order to proceed to Module 1 as well as all other Modules of the course.

### **Weekly Discussion Forum Questions (18%):**

**There will be discussion questions almost each week.** The due dates for each discussion assignment are posted in the Course Schedule. You will not be able to view the other students' comments until you post yours.

**You are required to post three messages per discussion to receive credit for each forum: one opening point of 150 to 200 words that needs to be posted by Wednesday and two counterpoints of 100 to 200 words each that are due by Sunday.** In your initial post, make sure to answer all questions at the end of the case or apply the 3-step problem-solving approach if instructed. Both quantity and quality are important considerations when posting substantive

messages. For example, "I agree" or "I see your point" are not considered quality participation because neither adds substance to the discussion. Effective responses might share personal experience, ask for clarification, or add additional information, so feel free to analyze, interpret, critique, and suggest. **Do not use any attachments**, instead, cut and paste your questions/responses directly into a forum message. Be sure to restate the question you are answering and address your classmates by their names.

Your postings/insights on the discussion topic should be based on the following:

- Application of text concepts;
- Ability to articulate assigned analysis clearly; and
- Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.

**IMPORTANT!!!** To allow for a discussion, which is an ongoing process that cannot be achieved by submitting all three required posts on the last day of the week, **your first post has to be submitted by Wednesday**. This will allow for your classmates to read your opening post and reply to you and for you to reply to them in turn. The remaining two posts can be completed between Wednesday and Sunday. Remember, for full participation points you need to post at least three substantive notes throughout the week with the initial post completed by Wednesday!

The discussion assigned each week are:

Week 1 - Chapter 1	Case p.41 – United Airlines: How Do We Get There From Here?
Week 2 - Chapter 2	Problem Solving Application p.54 - Southwest Pilots
Week 3 - Chapter 3	OB in Action p.113 - The Good and Bad of Anger at Work
Week 4 - Chapter 4	Case p.152 - Wrongful Termination
Week 5 - Chapter 14	Observation Assignment
Week 8 - Chapter 7	OB in Action p.284 – Pirch Spreads Joy
Week 9 - Chapter 8	OB in Action p.325 – Exemplary Teamwork at NASA
Week 11 - Chapter 10	Problem Solving Application p.387- Butt your heads together
Week 12 - Chapter 11	Take-Away Application p. 434 - Reducing my use if decision making biases
Week 13 - Chapter 12	OB in Action p.491 – Impression Management, VC Style
Week 15 - Chapter 15	Problem Solving Application p.608 - Whole Foods

### **LearnSmart Assignments (15%):**

The required Connect portion of the course has "Learn-Smart" applications for each assigned chapter of the text. The Learn-Smart activities challenge your mastery of the content in each chapter, and provide prompts for additional study if needed. Finishing these activities will ensure your better understanding of the content and help prepare you for each Exam. **For more on the benefits of LearnSmart see Appendix C.**

To access and purchase ConnectPlus, click the first Connect assignment in your Canvas course. You will be prompted to either login with an existing Connect account username and password, or to create a new account. Then enter your access code, purchase access online, or begin a free trial period. Once you have completed your selection, you will arrive at the start of your first Connect assignment.

Completing each chapter's Learn-Smart activity will be worth 1.0 percent of your grade or a total of 15% overall. If you only complete part of the activity, you will only be given partial credit for the portion of the assignment that you completed. For example, if you only complete one half of an assignment, it will cost 0.5 points on your final average.

**You must complete each LearnSmart activity by its due date to get full credit.** Although you can continue working on the activity after the due date, you will receive no credit for this work.

### **Exams (25%):**

There will be four required exams testing students' knowledge of the key frameworks, terms, and concepts included in the assigned text chapters. Exams will be grouped as follows, and are not cumulative:

- Exam 1 will cover chapters 1-4
- Exam 2 will cover chapters 14, 5-7
- Exam 3 will cover chapters 8-11
- Exam 4 will cover chapters 12, 13, 15

The exams will be available online, so be sure and check your Canvas Exam Link for the exam dates. Exams will be timed and once started, must be completed at that time. You have 90 minutes to answer 50 questions. Further, no exam may be taken more than one time in an effort to improve the score achieved. **There will be no make-ups for missed exams unless there is a documented medical emergency.** Any exam not made up as approved and arranged by the professor will be scored as a zero. **Make-ups have to be requested no later than 48 hours before the scheduled due date.**

Reviewing the Chapter PowerPoint presentations, and using the Publisher Supplemental Materials and self-quizzes are good ways to prepare for each Exam.

For further help in preparing for multiple-choice exams see: <http://www.lib.uoguelph.ca/get-assistance/studying/exam-prep/multiple-choice-exams>

### **Worst Coworker Paper (10%):**

This assignment allows you to apply the 3-step problem-solving approach to a real-world case. Your paper can focus on either a current coworker or a past coworker. The coworker should be a real person. Moreover, some portions of the paper work better if the coworker is of a similar hierarchical level to you as opposed to a boss or a supervisor. Produce a **concise 1-2 page written report** (excluding cover sheet, references and any figures, tables or appendices) should include the following three sections:

1. *Background* - Describe the coworker. Give enough detail that it's clear why you feel the way you do about this person, with enough richness that the section "brings the person to life" for the reader. Feel free to omit or disguise any details that might be sensitive in nature. [about ½ page]
2. *Explanations* - Drawing on key terms from Chapters 2-6, provide an explanation of *why*, in your estimation, this employee has low levels of job performance and/or organizational commitment. As a hint, key terms are bolded throughout the chapters and listed at the end of each chapter. Ensure to strike a balance between breadth of coverage (i.e., the number of key terms mentioned) and depth of coverage (i.e., how detailed your use of a given key term is in explaining the employee's attitudes and behaviors). [max. 1 page]
3. *Recommendations* - Flowing out of the key terms discussed in the previous section, describe what the direct supervisors, managers, or leaders in the company could do, very specifically, to improve the performance and/or commitment of your coworker. [about ½ page]

All work submitted for grading shall be of collegiate quality, language, depth and organization. All work should be proofread, free of grammatical errors, include proper citations, and be in accordance with The Publication Manual of the American Psychological Association, 6<sup>th</sup> ed.

Submit this assignment through the Assignments Course link. The due date for the Individual Project is posted in the Course Schedule. The required file format for the paper is a .doc or .docx file. This assignment will be run through VeriCite. **No late submissions are accepted.**

### **OB Project – Part 1 (15%):**

This project will lay the foundation for the second project. You are to decide on an organization that you want to evaluate. The organization can be a current or a past employer of yours. It must be a company with which at least you have significant familiarity. It is important that you have some knowledge of the inner workings of the company-- its struggles, its strengths, its culture, and so forth -- or have access to the organization to conduct interviews to collect the needed information. You will produce a 2-3 page written report (excluding cover sheet, references and any figures, tables or appendices). The paper should include the following sections:

1. *Organization Background* - Provide *just enough* details on the company for me to be able to understand the problem that will be described. Resist the urge to provide irrelevant details and feel free to omit or disguise any details that might be sensitive in nature.

[about ½ page]

2. *Organizational Culture* – Provide a brief description of the elements of the company’s culture in terms of artifacts, shared values, and shared assumptions as well as the dominant culture based on the competing values framework. Use pages 547-559 in your textbook as a guide for this section. [about 1 page]
3. *Problem* - Describe, specifically, *one problem* that the company is struggling with that will serve as the focus of the paper. Resist the urge to discuss multiple problems--focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that within the scope of this course. [about 1 page]

All work submitted for grading shall be of collegiate quality, language, depth and organization. All work should be proofread, free of grammatical errors, include proper citations, and be in accordance with The Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. For information on APA standards and correct citation formats consult the **APA Publication Manual**, and/or link to the following sources:

<http://www.apastyle.org/learn/index.aspx>

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Referencing multiple pages from the same organization’s web site only count as one citation.**

When using more than one page from the same company, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date. **All references must be cited in the body of your paper.**

Submit this assignment through the Assignments Course link. The due date for the OB Project – Part 1 is posted in the Course Schedule. The required file format for the paper is a .doc or .docx file. This assignment will be run through VeriCite. **No late submissions are accepted.**

### **OB Project – Part 2 (15%):**

This project builds on the previous project. Based on the feedback from the OB Project – Part 1 you will now produce another 2-3 page written report (excluding cover sheet, references and any figures, tables or appendices). After providing a brief overview of the problem (3-4 sentences), the paper should include the following sections:

1. *Theoretical Lens* - Choose one topic from the list below, and apply that topic to the problem. Describe very specifically how the concepts, principles, and findings represented in the topic matter to the problem, and how they can be leveraged to articulate a solution. [about 1 page]
  - Ethical decision making: moral intensity, moral sensitivity, and situational influences
  - Schwartz’s Theory
  - Organizational Commitment
  - Perceived Organizational Support
  - Models of Job Satisfaction
  - Managing Diversity



- Content Theories of Motivation
  - Theory X/Y
  - Herzberg's Motivator-Hygiene Factors
- Process Theories of Motivation
  - Equity/Justice
  - Expectancy
  - Goal-Setting
- Job Design
- Performance Management/Goal setting
- Organizational Climate
- Team processes
- Effective Communication
- Effective Conflict Management
- Types of Power
- Empowerment
- Organizational Politics
- Leadership Theories
- Organizational Change

2. *Recommendation* – Provide a list (at least three) of very specific recommendations/action steps that flow out of the discussion of the topic and that can help solve the problem. In thinking about how to craft the topic into those recommendations, strike a balance between being *practical* and being *bold*. Every organization has key constraints (culture, organizational stakeholders, and competitive environment) that need to be taken into account when designing interventions. Although those should be considered, resist the urge to “play it safe”, as that tendency often leads to modest interventions that are ultimately ineffective. [about 1 page]

All work submitted for grading shall be of collegiate quality, language, depth and organization. All work should be proofread, free of grammatical errors, include proper citations, and be in accordance with The Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. Please refer to the grading feedback for your first part of the project to avoid making the same APA mistakes again.

Submit this assignment through the Assignments Course link. The due date for the OB Project - Part 2 is posted in the Course Schedule. The required file format for the paper is a .doc or .docx file. This assignment will be run through VeriCite. **No late submissions are accepted.**

## Grading Criteria Rubric and Conversion

Percentage of each assignment as it contributes to your final grade:

Activity	Percentage Weight of Final Grade	Possible Points per Assignment
Introductory Biography & Student Course Agreement	2%	2 @ 100 percent points each
Discussion Forum (11)	18%	11 @ 100 percent points each
LearnSmart Assignments (16)	15%	16 @ 100 percent points each
Exams (4)	25%	4 @ 100 percent points each
Coworker Paper	10%	1 @ 100 percent points
OB Project – Part 1	15%	1 @ 100 percent points
OB Project – Part 2	15%	1 @ 100 percent points
<b>TOTAL</b>	<b>100 %</b>	

Course Grades are assigned as follows:

Letter Grade	Equals	From	To
A	=	90 %	100 %
B	=	80 %	89 %
C	=	70 %	79 %
D	=	60 %	69 %
F	=	0 %	59 %

### Posting of Grades

Grades for Exams will be posted the day after the availability period has expired. Grades for Discussion Forums, and short Written Assignments will be posted by the Wednesday following the due date. Grades for longer Written Assignments will be posted within one week from the due date.

### Evaluation of Work

**A:** Performance is excellent and stands out due to sharp insight into material and discussion of many sides of an issue. Submitted work is well articulated and logically and clearly written. "A" work indicates an example for others to follow.

**B:** Performance is above the minimum requirements with an insight into the material at a level considered to be good to very good. Submitted work is of high quality. A "B" is considered a high grade and recognition for solid work.

**C:** Performance satisfies only the minimum requirements and displays little or no initiative. Insight into the material is satisfactory and an acceptable understanding of all basic concepts was communicated. A student receiving a “C” has met the requirements, including course deadlines.

**D:** Quality and quantity of work is below average and barely acceptable. “D” work is passing by a slim margin.

**F:** Quality and quantity of work is unacceptable and does not warrant a passing of this course.

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

Below is the tentative course schedule, the binding course schedule with binding due dates is available in your Canvas course under the course menu link “Syllabus”.

WEEK	DATES	CHAPTER	TOPIC	ASSIGNMENTS
1	16-Jan-18	1	Making OB Work for Me	Syllabus review, Student Course Agreement, discussion board introductory biography, LearnSmart assignment chapter 1, discussion board assignment: United Airlines: How Do We Get There From Here?
	21-Jan-18			
2	22-Jan-18	2	Values and Attitudes	LearnSmart assignment chapter 2, discussion board assignment Problem Solving Application-Southwest Pilots
	28-Jan-18			
3	29-Jan-18	3	Individual Differences and Emotions	LearnSmart assignment chapter 3, discussion board assignment: OB in Action - The Good and Bad of Anger at Work
	4-Feb-18			
4	5-Feb-18	4	Social Perception and Managing Diversity	LearnSmart assignment chapter 4, discussion board assignment: Wrongful Termination, begin search for organization to study for OB project, <b>exam 1 (chapters 1-4)</b>
	11-Feb-18			
5	12-Feb-18	14	Organization Culture, Socialization, and Mentoring	LearnSmart assignment chapter 14, discussion board assignment: Observation Assignment
	18-Feb-18			
6	19-Feb-18	5	Foundations of Employee Motivation	LearnSmart assignment chapter 5
	25-Feb-18			

7	26-Feb-18	6	Performance Management	LearnSmart assignment chapter 6, <b>Coworker Paper</b>
	4-Mar-18			
8	5-Mar-18	7	Positive Organizational Behavior	LearnSmart assignment chapter 7, discussion board assignment: Pirch Spreads Joy, <b>exam 2 (chapters 14,5-7)</b>
	11-Mar-18			
<b>Spring Break: March 12th-18th</b>				
9	19-Mar-18	8	Groups and Teams	LearnSmart assignment chapter 8, discussion board assignment: Exemplary Teamwork at NASA
	25-Mar-18			
10	26-Mar-18	9	Communication in the Digital Age	LearnSmart assignment chapter 9, <b>OB Project - Part 1</b>
	1-Apr-18			
11	2-Apr-18	10	Managing Conflict and Negotiations	LearnSmart assignment chapter 10, discussion board assignment: Problem Solving Application-Butt your heads together
	8-Apr-18			
12	9-Apr-18	11	Decision Making and Creativity	LearnSmart assignment chapter 11, discussion board assignment: Take-Away Application <b>exam 3 (chapters 8-11)</b>
	15-Apr-18			
13	16-Apr-18	12	Power, Influence, and Politics	LearnSmart assignment chapter 12, discussion board assignment: Impression Management, VC Style
	22-Apr-18			
14	23-Apr-18	13	Leadership Effectiveness	LearnSmart assignment chapter 13, <b>OB Project - Part 2</b>
	29-Apr-18			
15	30-Apr-18	15	Organizational Design, Effectiveness, and Innovation	LearnSmart assignment chapter 15, discussion board assignment: Problem Solving Application-Whole Foods
	6-May-18			
16	7-May-18	16	Managing Change and Stress	LearnSmart assignment chapter 16, <b>Exam 4 (chapters 12,13,15) due 10 May 2018</b>
	10-May-18			

**Important Dates:**

January 2, (Tuesday) Winter Break Ends  
January 2, (Tuesday) Priority Deadline for Admissions applications  
January 5, (Friday) VA Certification Request Priority Deadline  
January 11, (Thursday) Convocation  
January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)  
January 15, (Monday) Martin L. King Jr. Day  
January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)  
January 16, (Tuesday) Classes Begins  
January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)  
January 23, (Tuesday) Last day to drop 1st 8-week classes with no record  
January 31, (Wednesday) Last day to drop 16 week classes with no record  
February 2018  
February 2, (Friday) Priority Deadline to Submit Graduation Application  
February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W  
February 15, (Thursday) Last day to apply for Clinical Teaching  
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)  
March 2018  
March 1, (Thursday) Deadline to submit application to Teacher Education Program  
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation  
March 9, (Friday) 1st 8 week classes end  
March 9, (Friday) Deadline for Admissions applications  
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)  
March 12, (Monday) Spring Break Begins  
March 12, (Monday) 1st 8-week grades from faculty due by 3pm  
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)  
March 16, (Friday) Spring Break Ends  
March 19, (Monday) 2nd 8 week begins  
March 19, (Monday) Summer Advising Starts  
March 19, (Monday) Class Schedule Published  
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)  
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)  
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record  
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W  
April 2018  
April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies  
April 2, (Monday) Scholarship Deadline  
April 2, (Monday) Registration begins  
April 5, (Thursday) Priority Deadline for International Student Admission Applications  
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*  
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)  
May 2018  
May 7-11, Finals Week  
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)  
May 11, (Friday) Spring Term Ends  
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)  
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)  
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.  
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)  
May 14, (Monday) Minimester begins  
May 15, (Tuesday) Last Day to clear Thesis Office  
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)  
May 21, (Monday) Priority Deadline for Admissions applications  
May 25, (Friday) VA Certification Request Priority Deadline  
May 28, (Monday) Memorial Day

## **INSTRUCTOR POLICIES**

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 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.

**NOTE #1:** There is NO EXTRA CREDIT assignments available for this course.

**NOTE #2:** Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. 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. For a request of an incomplete grade to be considered, at least two-thirds of the course work have to be completed. Finally approval of an incomplete is up to the department chair.

**NOTE #3:** Questions concerning one's grade on a particular task (e.g., test, case) This should be resolved within one week after receiving the graded material. There will not be reviewing of previously graded material at the end of the semester.

**NOTE #4:** Late Submissions/Resubmissions

You have a period of 7 days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless an extension has been

granted. EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE ASSIGNMENT UNDER QUESTION. After the fact extensions will not be granted, so if you are sick and you know you will not be able to take a test or submit an assignment on the set due date, make sure to contact me at least 48 hours in advance.

**NOTE #5: Changes to Syllabus**

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be notified via an announcement in the course. Changes may be made within the last two weeks of the semester only in exceptional circumstances.

**Copyright Notice.**

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**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements.**

This course is a 100% online course and will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

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 or contact me (your email and phone number) to discuss your situation.

To successfully complete an online course, you must have access to these minimum technology tools:

Reliable Internet connection

Desktop or Laptop computer with 2Gb RAM and 60Gb Hard drive space (4Gb RAM, 400Gb Hard drive is preferred)

Windows Vista, 7, 8, or 8.1, or Mac OSX 10.7-10.9

Internet Explorer 9 or 10, Firefox 4 or higher, Chrome 19 or higher, or Safari 4.0 (Macs only)

Text Editor - MS Word, LibreOffice or OpenOffice

Audio/Video Player

headset with a microphone or speakers and a microphone

Course-Recommended Plug-ins

Course-Recommended Software

The above listing is for minimum requirements. Your browser must have JavaScript enabled for you to access your courses properly. In addition, Canvas will display popups with information, so popup blockers may need to be disabled. Some courses will require that you purchase additional software related to the course and your field of study.

### **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 log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

## **COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [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 Academic 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 webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

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.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 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 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 any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deadra.albertgreen@tamuct.edu](mailto:deadra.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 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. 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 at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**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/>].

### **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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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>].

# Appendix A

## MGMT 3350 Student Learning Outcomes by Text Chapter

On completing the learning activities for each chapter students will be able to do the following:

### Chapter 1:

- 1.1 Use knowledge of OB to enhance job performance and career.
- 1.2 Understand why people fall into ethical lapses, even unwittingly, and what lessons can be learned from that.
- 1.3 Apply OB in a practical way to increase my effectiveness.
- 1.4 Describe the practical relevance and power of OB in problem solving.
- 1.5 Use the Organizing Framework to understand and apply OB knowledge and tools and improve problem-solving skills.
- 1.6 Integrate and apply the many OB concepts and tools to solve problems.

### Chapter 2:

- 2.1 Identify the role values play in influencing behavior.
- 2.2 Describe how personal attitudes affect workplace behavior and work-related outcomes.
- 2.3 Argue why management should pay attention to workplace attitudes.
- 2.4 Evaluate how changes in the workplace improve job satisfaction.
- 2.5 Assess what work-related outcomes are associated with job satisfaction.

### Chapter 3:

- 3.1 Describe the benefit of relative stability of individual differences.
- 3.2 Describe how multiple intelligences affect performance.
- 3.3 Identify how personality affects performance at school and work.
- 3.4 Describe how self-evaluations affect performance at work.
- 3.5 Define emotional intelligence and understand how it affects performance at school and work.

### Chapter 4:

- 4.1 Describe how perceptions of others are formed.
- 4.2 Utilize the awareness of stereotypes to make better decisions and manage more effectively.
- 4.3 Utilize the awareness about the layers of diversity to help organizations effectively manage diversity.
- 4.4 Describe the business rationale for managing diversity.
- 4.5 Recognize the most common barriers to implementing successful diversity programs.
- 4.6 Examine what organizations are doing to effectively manage diversity, and evaluate what works best.

#### Chapter 5:

- 5.1 Define motivation and understand how it affects behavior.
- 5.2 Compare and contrast the content theories of motivation.
- 5.3 Compare and contrast the process theories of motivation.
- 5.4 Evaluate the similarities and differences of top-down approaches, bottom-up approaches, and “idiosyncratic deals”.

#### Chapter 6:

- 6.1 Define the elements of effective performance management, and understand how this knowledge is beneficial.
- 6.2 Describe how improving goal setting can provide an advantage.
- 6.3 How can performance monitoring and evaluation improve my performance and my ability to manage the performance of others.
- 6.4 Utilize feedback and coaching to review and improve performance.
- 6.5 Utilize consequences to generate desired outcomes.
- 6.6 Utilize reinforcement and consequences to improve performance.

#### Chapter 7:

- 7.1 Describe Positive OB and its benefits.
- 7.2 Describe how positive emotions improve performance in all arenas of life.
- 7.3 Describe how mindfulness contributes to effectiveness.
- 7.4 Utilize knowledge inner HERO and signature strengths.
- 7.5 Describe how managers create an organizational climate that fosters Positive OB.

#### Chapter 8:

- 8.1 Utilize the knowledge of groups and their key characteristics make me more successful.
- 8.2 Describe how understanding the group development process improves effectiveness.
- 8.3 Define characteristics of effective team players, team types, and interdependence, and describe how these improve team performance.
- 8.4 Build and repair trust in ways that improve effectiveness.
- 8.5 Describe the keys to effective teams, and understand how to apply this knowledge.

#### Chapter 9:

- 9.1 Describe how knowing about the basic communication process helps communicate more effectively.
- 9.2 Understand the aspects of interpersonal communication to improve communication competence.
- 9.3 Describe how gender and age affect the communication process.
- 9.4 Understand how to increase effectiveness using presentation skills, crucial conversations, and managing up.

#### Chapter 10:

- 10.1 Describe the contemporary perspective on conflict.
- 10.2 Describe types of conflict, and how to manage them.
- 10.3 Understand how to manage work-family conflict and incivility.
- 10.4 Describe how to prevent, reduce, or even overcome conflict.
- 10.5 Identify best practices for effective negotiation.

#### Chapter 11:

- 11.1 Integrate rational and nonrational models of decision making.
- 11.2 Effectively use evidence-based decision making.
- 11.3 Describe the decision making process.
- 11.4 Assess the ethics of decisions.
- 11.5 Describe the pros and cons of group decision making and the various problem-solving tools.
- 11.6 Describe how to increase creative behavior.

#### Chapter 12:

- 12.1 Describe the basic forms of power, and how can they help achieve desired outcomes.
- 12.2 Describe how sharing power can increase power.
- 12.3 Describe how influence tactics improve personal effectiveness.
- 12.4 Distinguish the many forms of politics, and understand how they can improve personal effectiveness.

#### Chapter 13:

- 13.1 Describe how having an integrated model of leadership helps become an effective leader.
- 13.2 Utilize trait theories to improve ability to lead.
- 13.3 Describe when to use a specific leader behavior.
- 13.4 Describe how to use transformational leadership when working with others.
- 13.5 Describe how more recent approaches to leadership improve effectiveness at work.

#### Chapter 14:

- 14.1 Define culture, and explain why it is helpful to understand its layers and functions.
- 14.2 Describe how different types of organizational culture are related to outcomes.
- 14.3 Explain mechanisms or levers to implement culture change.
- 14.4 Describe how to integrate the findings of socialization research with the three phases of socialization.
- 14.5 Describe how to use mentoring to foster personal and professional success.

Chapter 15:

- 15.1 Understand how knowledge about an organization's foundation help the personal career.
- 15.2 Describe the seven basic ways in which organizations are structured, and explain how these structures relate to the organization's purpose.
- 15.3 Utilize knowledge about contingent organization design and internal alignment to improve satisfaction and performance.
- 15.5 Identify ways to support organizational innovation.

Chapter 16:

- 16.1 Discuss the common forces or drivers of change at work.
- 16.2 Outline different approaches to more effectively manage change.
- 16.3 Discuss why people resist change, and how to overcome it.
- 16.4 Discuss how stress increases or reduces effectiveness.
- 16.5 Utilize OB knowledge and tools to effectively manage change and stress.

# APPENDIX B: Required Connect Materials for the Course:

**What you need:** You will be required to have materials from McGraw-Hill Education which include the textbook content and CONNECT (which houses Learnsmart, your adaptive online study tool).

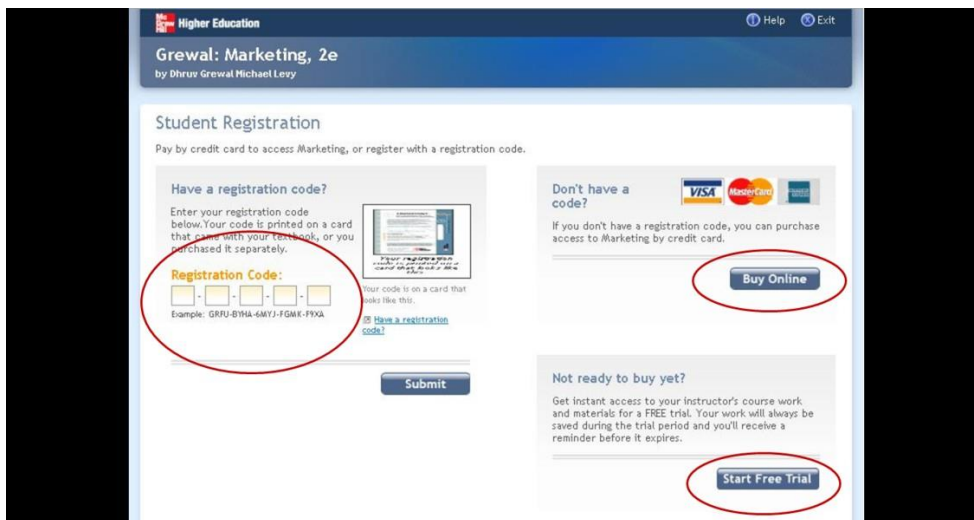
**Where and How to Get It:** Student Options for Purchasing AND Registering Into the Course

1. **Bookstore:** Your bookstore has this package which includes the print book and the Connect Code. (The Connect code you will need to access the online study modules is included in the package.) To register you follow the same steps as below but you enter your code.

**OR:**

2. **Online:** All DIGITAL. You can purchase Connect or Connect Plus (no print book, Ebook and access to all the Connect/Learnsmart content) directly from the course website.
  - Go to Canvas and click on the LearnSmart Chapter Assignments tab. The first time you link to a LearnSmart Connect Assignments within your course web site, it will request an access code. If you purchased one of the packages that includes Connect, the access code will have come with your text. ***If the access code was not included with your text you can purchase it the first time you link from within Canvas to a LearnSmart Assignment.***
  - Click the “Register Now” Button.
  - Enter your email address.
  - Enter your access code, select “Buy Online” if you don’t have an access code.
  - Complete the registration form, click “Submit”

**EXAMPLE:**



**SUPPORT:**

*If you need any Technical Support (forgotten password, wrong code, etc) please contact McGraw--Hill Education Customer Experience Group at*

(800) 331-5094

(Please be sure to get your case number for future reference if you call the CXG line.)

FAQs: <http://www.connectstudentsuccess.com/>



## APPENDIX C: LearnSmart Benefits

Also see: <http://learnsmartadvantage.com/students/benefits/>

The market-leading adaptive study tool proven to improve grades and designed to maximize productivity and efficiency in learning

- Helps convert knowledge to long-term memory through deliberate practice
- Prioritizes key learning objectives to ensure that every minute spent studying is valuable

Everyone learns differently, but when it comes to school, we all have similar goals: to get better grades and retain more knowledge. That's why we created the LearnSmart Advantage suite of products – the most widely used adaptive education tools available today.

LearnSmart Advantage was designed to help students like you make the most effective use of your study time and achieve academic success. Available in a wide array of subject areas, the suite of adaptive learning products helps you get a baseline understanding of what you know – and what you don't – and then builds a personalized plan for success.

### BOOST GRADES

Studies have proven that LearnSmart, the engine that powers all LearnSmart Advantage products, is effective in boosting students' grades at least one letter, almost regardless of the starting point. It's the smartest way to get from B to A.

### MAXIMIZE STUDY TIME

An at-a-glance view of strengths and weaknesses helps students gauge progress, pinpoint problem areas and guide their efforts moving forward. With LearnSmart Advantage you'll know what you know and what you don't – ensuring that your time spent studying is the most efficient and productive time possible.

### IMPROVE MEMORY RECALL

By providing interactive content at crucial points in the learning process, the LearnSmart Advantage platform recharges key concepts right before you're about to forget them. It simply never lets students forget.

### INCREASE RETENTION

By keeping students engaged and instructors aware, LearnSmart Advantage forges a strong connection between student and teacher that helps significantly improve retention and pass rates.