COLLEGE OF CHARLESTON
MGMT 301: Management & Organizational Behavior
Course Syllabus – Fall 2014

Section 301-08, CRN 11185  MW 3:25-4:40pm (TCFE 133)
Section 301-01, CRN 10801  MW 5:30-6:45pm (ECTR 115)

Professor: Angela Passarelli, Ph.D.
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ISBN: 9781118517376
Optional: WileyPlus

COURSE DESCRIPTION
This course approaches management as that process of reaching organizational goals by working with and through people and other resources. Organizations are treated as dynamic entities affected by individual and group behavior as well as structural and environmental factors. International as well as domestic situations are examined.

PREREQUISITE
Junior standing (60 hours)

COURSE OBJECTIVES

1. To understand management and organizational behavior (OB) concepts associated with continuous improvement in individual, group, and organizational processes in our global environment. Specific attention will be given to: history of field, problem solving/decision-making processes, international context of OB, managing diversity & individual differences, motivation, learning styles, group/team decision-making and development, organizational processes & benchmarking, leadership, communication, and managing conflict and change.

2. To be able to utilize these concepts to solve practical problems in private, public, not-for-profit, and social organizations. This will be aided by case analysis; each student is expected to analyze "real world situations" through the use of the five-step problem solving (or decision-making) process while insuring that alternative solutions generated for each case consider the ethical dimension as part of its feasibility.

3. To enhance self-management knowledge, skills, and abilities through the completion of a professionally developed resume/vita that is targeted to a career development goal selected
by each student. These processes will encourage the application of management and OB concepts to the individual student’s goals and objectives.

4. To enhance writing, interpersonal, presentation and critical thinking skills through the aforementioned objectives, examinations that require analysis as well as synthesis and/or critical thinking, in-class experiential exercises, self-analysis assignments and class participation.

SCHOOL OF BUSINESS LEARNING GOALS
This course addresses the School of Business learning goals as follows:

• Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. (Addressed via written assignments and an oral presentation.)

• Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills. (Addressed via case analysis.)

• Global and Civic Responsibility: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. (Addressed via in-class dialogue regarding social and ethical dilemmas common to the 21st century workplace.)

• Intellectual Innovation & Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. (Addressed via the critical analysis of OB issues in the media.)

• Synthesis: Students will be able to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. (Addressed via comprehensive quizzes and individual insights paper.)

TEACHING PHILOSOPHY
I believe in the power of education to transform lives. This course is one step in deepening your understanding of yourself and the world around you. I acknowledge that every student comes to this course as a whole person with varied interests, experiences, talents, goals, and commitments. My aim as an instructor is two-fold: (1) to leverage these qualities as a launching pad for your intellectual and personal growth and (2) to build a classroom community where you learn not only from me, but also from one another. It is a great privilege to be in a college classroom – let’s make the most of our time together!

COURSE POLICIES & EXPECTATIONS
Your participation in this course is vital not only to your own learning, but also to that of your classmates. Thus, it is important that you attend class regularly. I expect you to:

• Prepare for class by doing readings and assigned exercises ahead of time
• Arrive promptly and be present for the entirety of the class session
• Treat your classmates and me with respect
• Listen actively and make meaningful contributions to the conversation
• Demonstrate responsibility for your progress in the course by submitting work on time.
The classroom is a microcosm of behavior in organizations and therefore a great place to
experiment with new behaviors. In other words, if your typical mode of “participation” is to
comment frequently, try staying quiet until a few other classmates have spoken. Or, if your typical
mode is to remain quiet, try speaking up. Consider these mini learning experiments for yourself.

COURSE ASSIGNMENTS
Career Interview and Resume. You will be asked to conduct an informational interview with someone
in a job you would like to have in the next five years. Based on this interview, create a resume
targeted to that career and have it reviewed by the career center. Please submit a copy of your first
draft signed by Career Center representative and revised resume.
Resume Due: Wednesday, 10/1

Quizzes. You will complete one non-cumulative quiz on each section of the course (final two
sections are combined). These quizzes will be completed outside of class via OAKS.
Quiz #1 (Individual Behavior & Performance) Due: Friday, 9/19
Quiz #2 (Teams & Teamwork) Due: Friday, 10/24
Quiz #3 (Influence Processes, Leadership & Org Context) Due: Monday, 12/1

Team Lab. Small groups will be responsible for creating and delivering a learning module for the
class that relates to a given OB topic portrayed in the media (business periodicals, news sources for
current events, movies, etc.). They will then analyze their team process through individual
reflection and guided conversation with the instructor. The purpose of the team lab is threefold: to
deepen students’ understanding of a particular course topic through creative application, to
sharpen communication skills, and to examine their own behavior in groups.

OB in the Media Presentation: Teams will be responsible for preparing, presenting, and
evaluating a 30-minute learning module on a selected topic. Each team will be responsible for
collecting and compiling feedback from the class on their performance. A baseline template for
this will be provided on OAKS. Additional feedback may be requested, but no less than the
baseline.
Presentation Due: See calendar
Evaluation Due: One week after presentation

Coaching: Each team will be responsible for attending a team coaching session with the
instructor, which will occur in class one the week following their presentation. This will include
providing feedback to each team member. The coaching session is NOT an evaluation of the
team’s performance. Rather, it is an opportunity for a guided discussion to reflect on and learn
from the team, and give and receive feedback on individual contributions. Instructions for what to
expect and how to prepare are available on OAKS.
Feedback Due: 2 days before coaching
Coaching Session Due: One week after presentation
Individual Insights Paper. Based on coaching conversation, individual reflection, and class activities, students will be asked to submit a one-page executive summary of key personal insights from this course.

Individual Insights Paper Due: Sunday, 12/7

Case Analysis. HBR case "Wendy Peterson" (# 9-913-560). Students will individually prepare a 4-6 page paper in response to the assigned case. Each student is required to purchase the assigned case according to the directions provided by the instructor.

Case Analysis Due: Monday, 11/24

Participation. Your active participation in class is imperative for your own learning and for that of your peers. Your participation grade includes: (1) preparation - completion of assigned readings and exercises prior to designated class meeting, and (2) attendance and engagement in class.

Participation comprises 15% of your grade. A scoring rubric is available on OAKS.

GRADING
Career Interview & Resume (5%)
Team Lab (50%)
  - Project
  - Team coaching
  - Individual insights paper
Quizzes (3) (15%)
Case Analysis (15%)
Participation (15%)

DISABILITY ACCOMMODATIONS
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

COLLEGE OF CHARLESTON HONOR CODE & ACADEMIC INTEGRITY
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the
Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**SCHEDULE**

<table>
<thead>
<tr>
<th>Day, Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Wed, 8/20</td>
<td>Course Overview &amp; Intro to Organizational Behavior</td>
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<tr>
<td>Mon, 8/25</td>
<td>Framing Organizations; Leading vs. Managing</td>
<td>Reading: Chapter 1</td>
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<tr>
<td>Wed, 8/27</td>
<td>Diversity, Personality, &amp; Values</td>
<td>Reading: Chapter 2 (especially p. 28-34) Visit by Diversity Advocates</td>
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<tr>
<td>Mon, 9/1</td>
<td>Experiential Learning and Learning Styles</td>
<td>Reading: Chapter 1 Assignment: Complete LSI 4.0 and bring results to class (instructions on OAKS)</td>
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<tr>
<td>Wed, 9/3</td>
<td>Perception, Attribution &amp; Learning</td>
<td>Reading: Chapter 3</td>
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<tr>
<td>Mon, 9/8</td>
<td>Emotions, Attitudes, &amp; Job Satisfaction</td>
<td>Reading: Chapter 4</td>
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<td>Wed, 9/10</td>
<td>Emotional Intelligence &amp; Neurobiology of Leadership</td>
<td>Reading: Chapter 4</td>
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<tr>
<td>Mon, 9/15</td>
<td>Motivation &amp; Goal-related Behavior</td>
<td>Reading: Chapter 5</td>
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<td>Wed, 9/17</td>
<td>Motivating High Performance</td>
<td>Reading: Chapter 6</td>
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<td>Assignment: Quiz #1 DUE Friday, 9/19</td>
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<td>Mon, 9/22</td>
<td>Nature of Teams</td>
<td>Reading: Chapter 7</td>
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<td>Wed, 9/24</td>
<td>Learning Team Workshop</td>
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<td>Mon, 9/29</td>
<td>Teamwork &amp; Team Performance</td>
<td>Reading: Chapter 8</td>
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<tr>
<td>Wed, 10/1</td>
<td>TL Presentation: Team Development (TD) Career Interview Discovery</td>
<td>Assignment: Resume DUE Wed, 10/1 (in class); please bring notes from your career interview</td>
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<tr>
<td>Mon, 10/6</td>
<td>Decision Making &amp; Conflict Management</td>
<td>Reading: Chapter 9 (all) &amp; 10 (pgs. 214 – 223)</td>
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<td>Assignments: Mid-course Feedback (in class)</td>
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<td>Wed, 10/8</td>
<td>TL Presentation: Conflict Resolution (CR), TD Team Coaching</td>
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<td>Mon, 10/13</td>
<td>Communication</td>
<td>Reading: Chapter 11</td>
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<td>Wed, 10/15</td>
<td>TL Presentation: Communication (CM), CR Team Coaching</td>
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<td>Mon, 10/20</td>
<td>Power &amp; Politics</td>
<td>Reading: Chapter 12</td>
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<td>Wed, 10/22</td>
<td>TL Presentation: Power &amp; Politics (PP), CM Team Coaching</td>
<td>Assignment: Quiz #2 DUE Friday, 10/24</td>
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<td>Mon, 10/27</td>
<td>Leadership Processes</td>
<td>Reading: Chapter 13</td>
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<td>Wed, 10/29</td>
<td>TL Presentation: Leadership Processes (LP), PP Team Coaching</td>
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<td>Mon, ------</td>
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<td>Fall Break – No class / Storm Makeup Day</td>
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<td>11/3</td>
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<td>Wed, 11/5</td>
<td>Leader Traits &amp; Styles</td>
<td><strong>Reading:</strong> Chapter 14</td>
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<td>Mon, 11/10</td>
<td>TL Presentation: Leadership Traits &amp; Styles (LS), LP Team Coaching</td>
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<td>Wed, 11/12</td>
<td>Organizational Culture</td>
<td><strong>Reading:</strong> Chapter 15</td>
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<td>Mon, 11/17</td>
<td>TL Presentation: Org Culture (OC), LS Team Coaching</td>
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<tr>
<td>Wed, 11/19</td>
<td>Organizational Structure &amp; Design</td>
<td><strong>Reading:</strong> Chapter 16</td>
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<td>Mon, 11/24</td>
<td>Case Analysis OC Team Coaching</td>
<td><strong>Assignment:</strong> Case Analysis DUE Mon, 11/24 PRIOR to class (uploaded to OAKS), bring hard copy to class.</td>
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<tr>
<td>Wed, 11/26</td>
<td>Happy Thanksgiving!</td>
<td>Thanksgiving – NO CLASS</td>
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<tr>
<td>Mon, 12/1</td>
<td>Course Wrap-Up and Review</td>
<td><strong>Assignment:</strong> Quiz #3 DUE Monday, 12/1</td>
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<td>Sun, 12/7</td>
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<td><strong>Assignment:</strong> Individual Insight Summary DUE (upload to OAKS by 11:59pm on Sunday, 12/7)</td>
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