MGMT 301-12 DE
Managing Organizational Behavior

Class Days: Online
Class Hours: Online
Class Location: Online
Instructor: Professor David Desplaces but call me “Prof. D”

Office Location: Beatty 327, 5 Liberty Street
Office Phone: 843-953-6446
Email: desplacesd@cofc.edu
Fax Number: 843-953-5697

Office Hours: Monday and Wednesday from 10:30-1:30 by appointment.

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.

Pre requisite; Junior Standing

Required:
Jones & George. Essentials of Contemporary Management (7th Ed).
Connect (McGraw-Hill) – see web site
Supplemental Readings or materials distributed on OAKS including cases

Course Learning 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 ensuring 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 by promoting extra curriculum professional development opportunities. 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.

SB Learning Goals

This course directly addresses the five Learning Goals established by the School of Business:

- **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 online.
• **QUANTITATIVE FLUENCY:** Students will demonstrate competency in logical reasoning and data analysis skills.

• **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.

• **INTELLECTUAL INNOVATION AND CREATIVITY:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

• **SYNTHESIS:** Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks including preparing a comprehensive case analysis.

**Department statement of excellence**
The Department of Management & Entrepreneurship believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets.

As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

Through our faculty service we reach out to the greater community, creating business relationships and partnerships. We serve as a resource to international, national, regional and local organizations.

The faculty take pride in the fact that their research represents a variety of disciplinary perspectives.

**E-mail Business Etiquette**
Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:

- Business-like writing style (Dear Prof. D, sincerely etc.)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @cofc.edu, in his/her e-mail in-box.
- Subject line meaningful to recipient (consider identifying your class MGMT301)
- Content clear states the purpose of the e-mail including any action to be taken from the professor.
- Clear signature block with your full name, and return e-mail address (obviously there is no handwritten signature, nor do I require a digital signature).
- Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

**Classroom Format:**
The material will be conveyed through a combination of reading assignments, limited lectures, online discussions, movies, case analyses and structured individual assignments. All assigned readings, exercises, videos, and cases should be viewed or read prior to the completing each module. All students are expected to have access to their account on Oaks and are responsible for keeping their e-mail account active. Course materials and links to each modules will be placed there and you should regularly check-in for announcements and updates. Make sure you update your Oaks profile to reflect your active e-mail account otherwise you will not get my e-mails.

Virtual task groups are increasingly pervasive in all organizations today, and therefore will be the preferred experiential format for the class. As such, it is important for you to learn how to effectively participate in and to some extent manage a group virtually. You will have to plan and manage your group's activities in...
order to complete a high quality group project (effective) in a timely manner (efficient) according to quality and social guidelines (ethics).

**Communication and Turn Around Time**: I will respond to email inquiries or questions within 24 hours Monday through Friday but reserve the right to not respond to inquiries or request during the weekend (regardless of assignment due dates). Please send me an email (desplacesd@cofc.edu) using business etiquette guidelines above for faster response.

**Expected Norms**: Several norms are also important for effective teams. **Responsibility** is an important aspect of this class. Your most important allegiance should be to your group. More importantly attempt to adhere to your group norms. In short, act maturely by keeping them informed and treating them the way you would prefer to be treated. Then everything should go smoothly.

**Participation** is also strongly recommended. Effective participation requires reading assignments before completing each module and making relevant comments on the discussion board. Students are responsible for accessing the on-line content. The instructor is not responsible for any loss of connection or internet service. The best way to avoid any problem is to plan ahead and complete modules before any due date to guarantee that you will not miss any deadlines.

Another important norm is **involvement**. You should be involved in class discussion, and in your group. It is difficult to learn to manage passively especially in a virtual environment. You will be asked to discuss chapter cases and get involved in the discussions. Involvement is needed for them to succeed. In addition, you should view this course as an opportunity to practice making decisions in a relatively safe environment. Get involved, and more importantly take calculated risks!

**Final Grades**: Since I am the steward of learning, my goal is for students to take charge of their individual learning. I want everyone student to do well in the course, however, you should understand what I expect of you. This syllabus serves as your contract of your learning with me. You have rights as well as responsibilities.

**Student’s Bill of Rights**
- Right to a proper education/instruction
- Right to be treated fairly
- Right to question content and process

**Student’s Bill of Responsibility**
- Responsible for his/her own actions
- Responsible for learning
- Treat everyone as equals
- Must come prepared to discussed materials online
- Be present online
- Have a reliable internet connection to complete work

**Don’ts**
Do not disappear and just stop working on materials. I see your activities in a course log and know when you are accessing information or not (including viewing the videos)

**Grading**: 

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Learning Engagement</td>
<td>300</td>
</tr>
<tr>
<td>Application of Learning</td>
<td>200</td>
</tr>
<tr>
<td>Assurance of Learning</td>
<td>250</td>
</tr>
<tr>
<td>Resume</td>
<td>50</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>200</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>
* Make-up quizzes, discussion board or other assignments will not be given. You must complete the work by the course deadlines (if you can do it early too) to allow other students to comment or respond to your comments too.

* Assignment due dates and instructions are available on OAKS.

**Course Grade Scale (Percentage – but NO Rounding Up)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
<td>Great work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>Good work</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
<td>Below good work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>Below average</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
<td>Considerable weaknesses</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
<td>Weak work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
<td>Significant concerns</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99</td>
<td>Barely acceptable</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
<td>Near failure</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Application of Learning**

Students are required to complete by the stated deadline the Assurance of Learning for each chapter. These assurance of learning are required to guarantee that you have understood the chapter content (readings) and can apply the content/elements (comprehension). The assurance of learning comes in two forms. LearnSmart concepts and case content application. The LearnSmart concepts are questions you must answer to show your understanding of the materials (self-graded) and if you answer any of them wrong you will be asked subsequently to answer the question or related question later until you get all of them correct. You will receive 100% of you complete them by the posted deadline (no exception on the deadline). The case content application is a small case showing you can apply the content of a particular chapter to the analysis. This assurance of learning (case) does not repeat or allow the user to go back and change their questions so the grade is final and must also be complete by the posted deadline.

**Learning Engagement**

Engagement in the course is mandatory. Participation is only meaningful if it is completed during the completion of each module. Students can not return to a module discussion board and make contributions unless it is to comment on other students’ comments or contributions. Otherwise it will not be counted as active participation. In order to foster lively and informed follow-up discussion as well as developing critical analytical skills it is necessary to be prepared for and to participate in module. This requires active discussion and active engagement all designed to promote individual and class learning. Each module will have a discussion area and each student will be required to make meaningful contributions. Students will be assigned to group discussions so that they focus on quality engagement versus being responsible for engaging the entire class. An evaluation matrix is available on Oaks. You will receive four (4) learning engagement grades. Review the Learning and Engagement Matrix posted on Oaks.

**Assurance of Learning (Quizzes with Long Answers)**

There will be quizzes at the end of each module consisting of multiple choice questions/short answers that will be time restricted (30 minutes only) drawing from a pool of random questions with an open book concept. Short answers will be graded if you can show you can integrate your experience or other experiences (book) into answering the questions. It will include both multiple choice questions and long answers. **DO NOT PLAGIARIZE – this will be an automatic ZERO and referral to the honor board.** Only the multiple questions of the assurance of learning self-graded. I have to manually grade the long answers. Long answers will be graded according to the following guidelines:

- **10/10** Answered in details and provided own examples/demonstrate application of knowledge (not just list/definition) – a few sentences will not earn you a 10.
- **7/10** Answered but will limited details (few sentences) and no real own application.
- **5/10** Incomplete answer, no write up, poor explanation, no demonstration of knowledge through examples
- **0/10** no answer, incorrect answer, plagiarized answer

**Resume**
Students should have their resume reviewed by a professional before submitting it. You can make arrangements to have it reviewed on campus by Cory Werkheiser (Success Center in Beatty110) or via email/Zoom by contacting him at werkheiserc@cofc.edu.

You MUST upload BOTH the first version with handwritten edits/suggestions and a signature/date from the professional and the new version of your resume (showing that some of the suggestions have been considered/applied). This drop box allows you to submission many files. Label one with yourlastnamev1 and the second one yourlastnamev2.

Finally, students should create LinkedIn and a Handshake account. Consider adding me as part of your network as well as the School of Business group. I do not offer recommendations to students who did not LinkedIn professionally with me. More information on our Oaks.

**CASE STUDY**

There will be one case study assignments in this course. This is an individual assignment and all cases submissions will be submitted on plagiarism checking software. Students are responsible for purchasing the case by following posted instructions. Case evaluation matrix will be available on Oaks prior to the assignment due date.

**The Honor Code**

The Honor Code at the College of Charleston specifically forbids:

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 clearly related more to a misunderstanding will 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 by both 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 stored on a cell phone), 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://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Disability Statement**

- The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services 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.

- If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP, please feel free to come and discuss this with me during my office hours.

- Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with me during my office hours.

- The College of Charleston abides by section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight, or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Center for Disability Services (953-1431) and then see me so that such accommodation may be arranged.
### MGMT 301: Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>Introductions Video</td>
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<td></td>
<td>August 23</td>
<td>Management Process Today</td>
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<tr>
<td>2</td>
<td>August 27</td>
<td>Values, Attitudes, Emotions and Culture</td>
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<td></td>
<td>August 30</td>
<td>Managing Ethics and Diversity</td>
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<tr>
<td>3</td>
<td>September 3</td>
<td>Managing in the Global Environment</td>
</tr>
<tr>
<td></td>
<td>September 6</td>
<td>Decision Making, Learning, and more</td>
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<tr>
<td>4</td>
<td>September 10</td>
<td>Planning, Strategy, and Competitive Adv</td>
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<td></td>
<td>September 13</td>
<td>Designing Organization Structure</td>
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<tr>
<td>5</td>
<td>September 17</td>
<td>Control, Change, and Entrepreneurship</td>
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<td>September 20</td>
<td>Motivation</td>
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<tr>
<td>6</td>
<td>September 24</td>
<td>Leaders and Leadership</td>
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<td></td>
<td>September 27</td>
<td>Effective Team Management</td>
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<tr>
<td>7</td>
<td>October 1</td>
<td>Building and Managing HR</td>
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<td></td>
<td>October 3</td>
<td>Communication and Information</td>
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<tr>
<td>8</td>
<td>October 8</td>
<td>Operations Management</td>
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<tr>
<td></td>
<td>October 9</td>
<td>Final Case</td>
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<tr>
<td></td>
<td>October 9</td>
<td>Course Evaluation</td>
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</tbody>
</table>

Review course site for detailed information about assignments.