MGMT 301: Management and Organizational Behavior
Section 09 – T 4:00 to 6:45 – Education Center 101

Professor: Christopher E. Whelpley
Office: BCTR 312
Office Hours: MTW (10:30 to 11:30 or by Appointment)

Telephone: (651) 226-0684
E-mail: whelpleyce@coc.edu

Optional Textbook:
Jones, G.R., & George, J.M. Essentials of Contemporary Management, 7th Edition
ISBN: 9781259884627

Required Materials:
TopHat, available at: https://tophat.com/
(sign up on a computer, THEN download the app to your phone…you cannot sign up on your phone)
Cost is $26 for the semester
Join Code: 035839

Textbook:
Organizational Behavior – University of Minnesota Press (Copyright 2017)
Available in OAKS or for free at: http://open.lib.umn.edu/organizationalbehavior/

Final Case Study
DRW Technologies
Greyser, S.A., & Ellet, W.
Available at:
http://cb.hbsp.harvard.edu/cbmp/access/65316685
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.

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: problem solving/decision-making processes, international context of OB, managing diversity & individual differences, motivation, 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.
- **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 & Creativity**: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **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.
Grades

A final course grade will be assigned based on the following point scores:

<table>
<thead>
<tr>
<th>Product</th>
<th>Points</th>
<th>Contribution (Rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 Exams)</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Final Case Study</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study Mid-Term</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>TopHat Material</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Resume</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>25</td>
<td>5%</td>
</tr>
</tbody>
</table>

Final grades will be determined using the following scale:

A  92% >
A- 90% to < 92%
B+ 87% to < 90%
B  82% to < 87%
B- 80% to < 82%
C+ 77% to < 80%
C  72% to < 77%
C- 70% to < 72%
D+ 67% to < 70%
D  62% to < 67%
D- 60% to < 62%
F  <60%

Recommendations for doing well on exams and in the class

Download the book.
Read the chapters before the corresponding lectures.
Read the chapters as many times as needed to understand the vocabulary.
Attend class and prepare for class.
If you are having trouble, come to office hours and talk with me.

Grades will be posted and available in OAKS
**Participation.** Students are expected to be active participants in class daily, which requires attendance.

**Tophat.** Tophat will be used for in-class assessments and taking attendance, both of which are required components of the course. I strongly encourage you to routinely check your cumulative progress in your TopHat grade so as to avoid any confusion at the end of semester.

**Case Analysis.** A major case analysis is due as part of a larger MGMT 301 assessment across sections. Thus, the matrix used to grade the assignment is one designed across faculty teaching MGMT 301 to grade the case. A discounted version of the case analyses is available via Harvard Business School Press (you can find the link in table at top of syllabus). More instructions are at the end of the syllabus and will be posted as the assignment approaches.

**Exams.** There will be two exams worth 70 points each. The exams will be administered online via OAKS. The format of the exams is currently under review and will be discussed in class. In the event that we choose an essay format, the matrix for grading the exams is provided at the end of the syllabus. Other than cases of extreme personal emergency, a student will not be allowed to make-up exams. More info is provided at the end of the syllabus.

**Résumé Assignment.** Your resume assignment is due 01/23/18 and is a required component for all MGMT 301 courses. Directions are available in the OAKS content section.

**Attendance.** Attendance will be measured using TopHat so it is important that you log into your TopHat account prior to class starting. Though I suggest you make every effort to attend all lectures, I understand that sometimes there are circumstances that may not allow you to be in lecture, consequently, I will allow one attendance dismissal with no harm to your grade. However, if you attend every lecture I will allow some amount of extra-credit to be determined at a later date. In the event that you miss class you need to come to office hours to make up the material covered in class.

**Expectations**

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me.

If you miss class, you do not need to tell me why. You are adults and sometimes adults have circumstances that prevent them from coming to class.
**Tentative Class Schedule – Subject to Change**

This course schedule represents the instructor’s best estimate of the topics to be covered on various days. Reasonable advanced warning will be given if the exam dates have to be changed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Chapter - PDF Book</th>
<th>Content</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Jan</td>
<td>Chapter 1</td>
<td>Intro - Ice Breaker - Management Process</td>
<td></td>
</tr>
<tr>
<td>16-Jan</td>
<td>Chapter 14 &amp; 15</td>
<td>Culture &amp; Organizational Design</td>
<td></td>
</tr>
<tr>
<td>23-Jan</td>
<td>Chapter 2</td>
<td>Ethics, Justice, &amp; Diversity</td>
<td>Resume Due</td>
</tr>
<tr>
<td>30-Jan</td>
<td>Chapter 3</td>
<td>Personality &amp; Abilities</td>
<td></td>
</tr>
<tr>
<td>6-Feb</td>
<td>Chapter 9</td>
<td>Team Management</td>
<td>Exam 1</td>
</tr>
<tr>
<td>13-Feb</td>
<td>Chapter 11</td>
<td>Group Processes/Decision Making</td>
<td></td>
</tr>
<tr>
<td>20-Feb</td>
<td>Chapter 12</td>
<td>Leadership/Org. Change</td>
<td>Case Study Team</td>
</tr>
<tr>
<td>27-Feb</td>
<td>Chapter 5</td>
<td>Motivation &amp; Learning</td>
<td>Case Write-Up Due</td>
</tr>
<tr>
<td>6-Mar</td>
<td>Chapter 4</td>
<td>Job Attitudes and Job Design</td>
<td></td>
</tr>
<tr>
<td>13-Mar</td>
<td>Chapter 8</td>
<td>Communication/Networks</td>
<td>Exam 2</td>
</tr>
<tr>
<td>20-Mar</td>
<td></td>
<td>Spring Break</td>
<td>Have Fun!</td>
</tr>
<tr>
<td>27-Mar</td>
<td>N/A</td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>3-Apr</td>
<td>Chapter 13</td>
<td>Power</td>
<td></td>
</tr>
<tr>
<td>10-Apr</td>
<td>N/A</td>
<td>Intro to Strategy</td>
<td></td>
</tr>
<tr>
<td>17-Apr</td>
<td>N/A</td>
<td>Misc.</td>
<td>Exam 3</td>
</tr>
<tr>
<td>24-Apr</td>
<td></td>
<td>Reading Day</td>
<td>Good Luck!</td>
</tr>
</tbody>
</table>

Final Case Study Due 05/01 by Midnight in Dropbox
Case Analysis

A case analysis is also a component of the course. The case can be accessed at a discounted rate from Harvard Business School Press. The weblink for accessing the case analysis is at the top of the syllabus.

Instructions:
Complete a 500 (maximum) word analysis of the assigned case.
When appropriate, be sure to provide citation (APA of MLA) of your sources.

Tips:
- Note the factors that will contribute to your grade in the matrix.
- There is no need to give an extensive summary of the case; instead, summarize the key facts. While your response should address the key facts in the case, I too have read the case. Don’t summarize; there is no need to summarize.
- Your response should seamlessly integrate components of the class with your analysis. What factors have you learned in MGMT 301 that you would consider in your response? Be sure to articulate those. Again, no need to define theories; instead, use theory to explain why you make the recommendations you make.
- When appropriate, cite your work.
- 500 words is the MAXIMUM. Points will be deducted if you submit more than this amount.
- The case analysis is to be printed and submitted at the beginning of class. Late assignments will be accepted, but half of the score will automatically be deducted for late submissions.
- Note that grammatical mistakes will be taken into account when determining your grade.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Key Facts (10 Points)</th>
<th>Problem (10 Points)</th>
<th>Theory (10 Points)</th>
<th>Alternatives (10 Points)</th>
<th>Writing Style (10 Points)</th>
<th>Total</th>
</tr>
</thead>
</table>

**CofC School of Business Mission**

The School of Business serves our state, region, and the global business world by educating socially responsible graduates through practical undergraduate, graduate and professional programs, and by advancing the development of our community of scholars in their intellectual pursuits. As an AACSB accredited business school with dual accreditation in accounting and business, we fulfill this Mission by:

- Engaging diverse students in personalized educational experiences that encourage a global mindset, inspire creativity and innovation, and developing leadership skills in preparation for business challenges and opportunities.

- Building a globally oriented faculty whose teaching, research, and service influence students, the business community, and other constituents.

**CofC Policies and Procedures**

**College of Charleston Honor Code and 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 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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Disability Statement from the SNAP Office
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student’s responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful. Students will feel more comfortable about identifying themselves as having a disability if they are approaching someone they believe to be receptive to the discussion. Such an invitation can go a long way toward encouraging students with a disability to approach the instructor early in the course.

Sample Syllabus Statements:

- 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 responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

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

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