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 discussion board posts)
• 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 analysis of management issues in business cases.)
• 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.)

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 class community where you learn not only from me, but also from one another. It is a great privilege to be in college – 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 participate regularly. To be successful in this course, you are expected to:

• Spend approximately 15 hours per week reading, viewing lectures, taking quizzes, participating in discussions, and preparing assignments.
• Maintain an active presence in the class by logging on 3-4x per week to participate in discussions. Remember that I can see when you log on to OAKS and monitor your progress through the class.
• Treat others with respect, and practice strong “netiquette.”
• Demonstrate responsibility for your progress in the course by submitting work on time. Late assignments will NOT be accepted without prior written approval of the instructor (min 48 hrs).

TECHNICAL ISSUES
If you have problems related to the functioning of this course, please check the Technical Questions thread in the Community Commons and post your issue there. Help one another troubleshoot so that issues can be resolved in a timely manner. If neither your classmates, nor I can answer your questions, contact the Student Computing Support Desk at (843)953-5457 or studentcomputingsupport@cofc.edu. Additional support and computing downloads and tutorials can be located at blogs.cofc.edu/scs.

NOTE: Computer failure/unavailability does NOT constitute an excuse for not completing or submitting work by the due date.

EXPECTATIONS FOR COMMUNICATION
Any questions regarding class content, assignments, due dates, etc should be posted to the Technology Issues discussion board. You may find you’ll get an answer more quickly from your classmates than from me. Any issues of a personal nature can be emailed to me directly. I will respond within 24-48 hours. If you’d like to arrange a time to speak with me, I am available via skype or phone. Please email me to set an appointment.

COURSE ASSIGNMENTS
All graded assignments are described below and are detailed in assignment sheets posted on OAKS. Please see the “Course Schedule” below for due dates. Note that all due dates are firm and no late work will be accepted without prior approval from the instructor (minimum of 48-hours).

Professional Development Activities. In order to improve your self-management competencies, you will participate in a number of professional development activities, such as reflecting on self assessments (such as the Kolb Learning Styles Inventory), conducting a career interview with a professional in your desired field, and creating or updating your professional resume.

Quizzes. You will complete six non-cumulative quizzes on OAKS. These quizzes are timed and “open-book” in order to encourage you to read carefully.

Case Analyses. You will complete three case analyses in this course, two from the textbook and one from Harvard Business Press. The first will be discussed as a class in a discussion forum. To encourage your learning, your performance on this first case will be graded as a factor in the “participation” grade below. The second will be due around mid-terms so that you can receive timely feedback and incorporate it into your final case. Analysis of the third case, a Harvard
Business Review case, will serve as the final exam. Students will individually prepare a 500-word paper in response to both graded cases. Each student is required to purchase the HBR case according to the directions provided on OAKS.

**Participation.**
You can learn a great deal from the experiences and perspectives of your peers, especially when they are different from your own. In order to capitalize on this type of learning, it is important that you participate fully in the course by maintaining a presence in the OAKS discussion board and completing Wiley Learning Space activities. Your participation grade is comprised of two primary components:

1. Completing Orion Adaptive Practice assignments in the Wiley Learning Space, and
2. Participating in the Discussion Boards. Unless otherwise specified, it is expected that you post at least one original thread and two responses to peers in a discussion board to receive participation credit. Also, the first original thread must be added 48 hours in advance of the deadline to receive full credit. This is also intended to promote dialogue by giving your classmates an opportunity to respond to your posts.

**GRADING**

<table>
<thead>
<tr>
<th>Professional development activities</th>
<th>(15%)</th>
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<tbody>
<tr>
<td>Quizzes (6)</td>
<td>(30%)</td>
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<tr>
<td>Case analysis #1</td>
<td>(15%)</td>
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<tr>
<td>Case analysis #2 (final)</td>
<td>(30%)</td>
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<tr>
<td>Participation</td>
<td>(10%)</td>
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<thead>
<tr>
<th>Letter grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>94+ %</td>
<td>90- 93%</td>
<td>87- 89%</td>
<td>84- 86%</td>
<td>80- 83%</td>
<td>77- 79%</td>
<td>74- 76%</td>
<td>70- 73%</td>
<td>67- 69%</td>
<td>64- 66%</td>
<td>60- 63%</td>
<td>&lt;60 %</td>
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**CENTER FOR STUDENT LEARNING**
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in speaking & writing skills, study strategies, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

**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

You will complete 2-3 learning modules each week, during which you are responsible for:

- Reading the assigned chapter(s)
- Watching the related video lectures and web videos
- Participating in online discussions
- Completing learning assignments (quizzes, case analyses, etc)
- Engaging in professional development exercises

New “weeks” will begin on Tuesdays and all learning activities are due the following Monday at 11:59pm. A weekly checklist will be provided on OAKS. Below you will find a list of major topics, readings and graded assignments for your planning purposes.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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</table>
| Module 1     | Course Overview & Intro to Organizational Behavior | **Reading/ORION:** Chapter 1  
**Assignment:** ORION Adaptive Practice (chapter 1) |
| Module 2     | Diversity, Personality, & Values           | **Reading:** Chapter 2  
**Assignment:** ORION (chapter 2) |
| Module 3     | Perception & Attribution                   | **Reading:** Chapter 3  
**Assignment:** ORION (chapter 3) and Quiz #1 (chapters 1-3) |
| Professional Development | Self-Awareness & Deep-Level Diversity: Learning Styles | **Assignment:** Complete LSI 4.0 (instructions on OAKS) |
| Module 4     | Emotions, Attitudes, & Job Satisfaction     | **Reading:** Chapter 4  
**Assignment:** ORION (chapter 4) |
| Module 5     | Motivation                                  | **Reading:** Chapter 6  
**Assignment:** ORION (chapter 6) and Quiz #2 (chapters 4 & 6) |
| Professional Development | Career Development                        | **Assignment:** (1) Complete learning styles reflection paper; (2) prep for career interview |
| Module 6     | Nature of Teams                             | **Reading:** Chapter 7  
**Assignment:** ORION (chapter 7) |
| Module 7     | Teamwork & Team Performance                 | **Reading:** Chapter 8  
**Assignment:** ORION (chapter 8) and Quiz #3 (chapters 7 & 8) |
| Professional Development | Case analysis skills & career development | **Assignment:** (1) complete Harvard Case Coach; (2) conduct career interview |
| Module 8     | Decision Making & Ethics                   | **Reading:** Chapter 9 |

**Week 1: Thursday, February 28 – Monday, March 11**  
*last day of drop add for Express II is Monday, March 4th*

**Week 2: Tuesday, March 12 – Monday, March 18**  
*Spring Break is March 17-23*

**Week 3: Tuesday, March 19– Monday, March 25**  
*Spring Break is March 17-23*

**Week 4: Tuesday, March 26 – Monday, April 1**
<table>
<thead>
<tr>
<th>Module 9</th>
<th>Communication</th>
<th>Assignment: ORION (chapter 9)</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>Career development</td>
<td>Assignment: (1) Career interview summary due; (2) complete resume workshop</td>
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**Week 5: Tuesday, April 2 – Monday, April 8**

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<thead>
<tr>
<th>Module 10</th>
<th>Power &amp; Politics</th>
<th>Reading: Chapter 12 and Case #4 (Tough Situation at MacRec, Inc.)</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>Campus Coffee (optional)</td>
<td>Thursday, 4/4, 10-11:30am Location TBD</td>
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**Week 6: Tuesday, April 9 – Monday, April 15**

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<thead>
<tr>
<th>Module 11</th>
<th>Leadership Processes</th>
<th>Reading: Chapter 13</th>
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<tbody>
<tr>
<td>Module 12</td>
<td>Leader Traits &amp; Styles</td>
<td>Reading: Chapter 14</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Career Development</td>
<td>Assignment: Resume Due</td>
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</tbody>
</table>

**Week 7: Tuesday, April 16 – Monday, April 22**

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Organizational Culture</th>
<th>Reading: Chapter 15</th>
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<tbody>
<tr>
<td>Module 14</td>
<td>Organizational Structure &amp; Design</td>
<td>Reading: Chapter 16</td>
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</table>

**FINAL**

| SATURDAY | APRIL 27 | Assignment: FINAL - Case analysis #2 |