PROFESSOR: Angela Passarelli, Ph.D.
PHONE: 843-953-1909
EMAIL: PassarelliAM@cofc.edu
OFFICE HOURS: Tuesdays & Thursdays 12:30-3:00pm & by appointment
TEXT:
2. “Anxious Alastair” (Harvard Business Review Case)
   Purchase at: https://hbsp.harvard.edu/import/742604

REQUIRED TECHNOLOGY: Reliable internet access, microphone, webcam, OAKS, Zoom, 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, discussion board posts & Hot Topics exercise)
- **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 case analysis)

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
This is a “flipped” classroom. You will explore course content PRIOR to class through videos, readings, and homework quizzes that adapt to what you need to learn. Then, we will use class time to engage with the ideas, apply them to what is happening in the world today, and address perplexing questions.

- Come to class prepared! Do the assigned readings, watch the videos, and complete Orion quizzes before class. Eat breakfast and be camera-ready for class.
- Practice your virtual collaboration skills with your small learning team (3-4 people).
- Add value to live and asynchronous discussions by asking questions and sharing your perspective.
- Treat others with respect.
- 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).
OAKS
OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. Refer to the OAKS checklist for detailed information about what is due each class session.

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.

RECORDING OF CLASSES (via ZOOM)
Class sessions may be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

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.

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).

Homework: An WileyPlus Adaptive Practice is assigned with each chapter of the textbook. There are 11 chapters, and the grade is based on completing 10 practice assignments. (i.e. your lowest grade will be dropped). This homework is “adaptive” in that it adjusts to your correct and incorrect answers to guide you to what you need to learn. Hitting a level of 80% proficiency or higher is required to receive full credit (100%) and the scale slides from there (60-79% proficiency = 80%; 40-59% proficiency = 60%; 20-39% proficiency = 40%, and less than 20% = no credit)

Case Analyses. You will complete three case analyses, two as a team and one independently. Analysis of the third (independent) case, a Harvard Business Review case, will serve as the final exam. Each student is required to purchase the HBR case. All analyses are to be a maximum of 500-words and prepared according to the instructions provided on OAKS.

Career Development Activities. In order to improve your self-management competencies, you will participate in a number of developmental activities. Two will be graded: (1) creating or updating your professional resume and (2) conducting/summarizing a career interview with a professional in your desired field.
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 attending Zoom sessions, maintaining a presence in the OAKS discussion board, and accepting joint responsibility for class engagement. Accordingly, your participation grade is comprised of two primary components:

1. 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.
2. Coordinating Hot Topic engagement activities. Your team will be responsible for leading the class in a 20-minute exercise or discussion that relates current events to the topics addressed in class.

GRADING
Homework (Orion Adaptive Practice) (20%)
Case analysis #1 (team) (10%)
Case analysis #2 (team) (15%)
Career development activities (10%)
Participation (20%)
Final - Case analysis #3 (individual) (25%)

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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>
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<tr>
<td>Percentage</td>
<td>94+</td>
<td>90-</td>
<td>87-</td>
<td>84-</td>
<td>80-</td>
<td>77-</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

INCLEMENT WEATHER, PANDEMIC or SUBSTANTIAL INTERRUPTION OF INSTRUCTION
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

SCHEDULE
Below you will find a list of major topics and graded assignment deadlines. Please refer to the OAKS checklist for a comprehensive list of deliverables for each class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tues, 8/25</td>
<td>Course Overview &amp; Getting Started</td>
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<tr>
<td>Thurs, 8/27</td>
<td>Chapter 1. Intro to Organizational Behavior</td>
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<td>*last day of drop add is Monday, August 31st</td>
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<tr>
<td>Tues, 9/1</td>
<td>Chapter 2. OB in Context (Organizational Culture)</td>
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<td>Thurs, 9/3</td>
<td>Creating Shared Value</td>
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<td>Tues, 9/8</td>
<td>Chapter 3. Individual Differences</td>
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<td>Starting today, adaptive practice homework is due the night BEFORE class</td>
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<tr>
<td>Thurs, 9/10</td>
<td>Career Development: Deep-Level Diversity – Your Learning Style</td>
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<td>Date</td>
<td>Topic</td>
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<td>Tues, 9/15</td>
<td>Chapter 4. Perception &amp; Emotion</td>
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<td>Thurs, 9/17</td>
<td>Career Development: Resume workshop</td>
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<td>Tues, 9/22</td>
<td>Chapter 5. Motivation</td>
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<td>Thurs, 9/24</td>
<td>Team Workshop &amp; case analysis skill-builder</td>
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<td>Tues, 9/29</td>
<td>Case #1 Working Session</td>
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<td>Thurs, 10/1</td>
<td>Chapter 6. Work Well in Teams</td>
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<td>Tues, 10/6</td>
<td>Case #1 Feedback sessions</td>
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<td>Thurs, 10/8</td>
<td>Case #1 Feedback sessions</td>
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<td>Tues, 10/13</td>
<td>Chapter 7. Leadership</td>
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<td>Thurs, 10/15</td>
<td>Guest speaker</td>
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<td>Tues, 10/20</td>
<td>Chapter 8. Power and Politics</td>
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<td>Thurs, 10/22</td>
<td>Hot Topics (Power &amp; Politics)</td>
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<td>Tues, 10/27</td>
<td>Chapter 9. Relationships &amp; Networks</td>
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<tr>
<td>Thurs, 10/29</td>
<td>Hot Topics (Relationships &amp; Networks)</td>
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<td>Tues, 11/3</td>
<td>Election Day – NO CLASS</td>
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<td>Thurs, 11/5</td>
<td>Assignment: Case #2 due</td>
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<td>Tues, 11/10</td>
<td>Chapter 10. Communication</td>
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<td>Thurs, 11/12</td>
<td>Case #2 Feedback sessions</td>
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<tr>
<td>Tues, 11/17</td>
<td>Case #2 Feedback sessions</td>
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<tr>
<td>Thurs, 11/19</td>
<td>Chapter 11. Decision-making, Negotiation &amp; Conflict</td>
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<tr>
<td>Tues, 11/24</td>
<td>Career Development: Career interview insights</td>
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<tr>
<td>Thurs, 11/26</td>
<td>HAPPY THANKSGIVING</td>
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<tr>
<td>Tues, 12/1</td>
<td>Hot Topics (Decision-making, Negotiation, &amp; Conflict)</td>
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<tr>
<td>Thurs, 12/3</td>
<td>Team Feedback, Course summary, Course Evaluations</td>
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<td>Thurs, 12/10</td>
<td>December 10th – by 10am.</td>
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<td><strong>Assignment:</strong> FINAL - Case analysis #2</td>
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