COLLEGE OF CHARLESTON
MGMT 301: Management & Organizational Behavior
Course Syllabus – Fall 2022, Express I (Distance Education Course)

Section 301-01, CRN 14426

Professor: Angela Passarelli, Ph.D.
Phone: 843-953-1909
Email: PassarelliAM@cofc.edu
Office hours: Mon-Fri afternoons via zoom, by appointment
Text: “Organizational Behavior (2e)” by Uhl-Bien + WileyPlus
See flyer on OAKS for registration information.
Course section ID = B84223
“Nobody Ever Disagrees” (Harvard Business Review Case)
Purchase at: https://hbsp.harvard.edu/import/966860

Required Technology: Reliable internet access, microphone, webcam (recommended), OAKS, 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

* Note that my office hours will be from 1-3pm on the second Tuesday of each month due to faculty meetings.
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.
• **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.

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 zoom 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).

Homework. A 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. A level of 70% proficiency or higher is required to receive full credit (100%) and the scale slides from there (50-70% proficiency = 70%; 30-50% proficiency = 40%; and less than 30% = no credit). You can see your scores in the WileyPlus gradebook.

Discussion Board 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. 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. Original posts should be posted at least 48 hours in advance of the deadline to give your classmates an opportunity to respond to your posts.

Professional Development Activities. In order to improve your self-management competencies, you will participate in a number of professional development activities, such as conducting a career interview with a professional in your desired field and creating or updating your professional resume.
Case Analyses. You will complete two case analyses in small learning teams. These represent opportunities to apply what you have learned to solve real-world business problems. Both analyses are to be a maximum of 500 words and prepared according to the instructions provided on OAKS.

**GRADING**

Adaptive Practice Homework (20%)
Discussion board participation (20%)
Professional development activities (20%)
Case #1 (team - midterm) (15%)
Case #2 (team - final) (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>
<th>D</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>94+</td>
<td>90-</td>
<td>87-</td>
<td>84-</td>
<td>80-</td>
<td>77-</td>
<td>74-</td>
<td>70-</td>
<td>67-</td>
<td>64-</td>
<td>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](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 POLICY
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

SCHEDULE
You will complete 1-2 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 (WileyPlus adaptive practice homework, case analyses)
- Engaging in professional development exercises and/or case analyses

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 schedule of major topics, readings and graded assignments for your planning purposes.

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<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 1: Tuesday, Aug 23 – Monday, Aug 29</td>
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<td>*last day of Drop/Add for express classes is Thursday, August 25</td>
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<tr>
<td>Getting Started</td>
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<tr>
<td>Module 1</td>
<td>Intro to Organizational Behavior</td>
<td>Reading: Chapter 1</td>
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<td>Module 2</td>
<td>OB in Context</td>
<td>Assignment: WileyPlus Adaptive Practice (chapter 1)</td>
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| Module 3 | Individual Differences & Diversity | Reading: Chapter 3  
Assignment: WileyPlus Adaptive Practice (chapter 3) |
| Module 4 | Perception & Emotion | Reading: Chapter 4  
Assignment: WileyPlus Adaptive Practice (chapter 4) |
| Professional Development | Career Development | Assignment: (1) prep for career interview |

**Week 2: Tuesday, Aug 30 – Monday, Sept 5**

| Module 5 | Motivation | Reading: Chapter 5  
Assignment: WileyPlus Adaptive Practice (chapter 5) |
|---|---|---|
| Module 6 | Work Well in Teams | Reading: Chapter 6  
Assignment: WileyPlus Adaptive Practice (chapter 6) |
| Professional Development | Case analysis skills & career development | Assignment: (1) complete Harvard Case Coach; (2) conduct career interview; |

**Week 3: Tuesday, Sept 6– Monday, Sept 12**

| Module 7 | Be an Effective Leader & Follower | Reading: Chapter 7  
Assignment: WileyPlus Adaptive Practice (chapter 7)  
CASE # 1 due |
|---|---|---|
| Professional Development | Campus Coffee (optional) | Monday, 9/19, 10-11:30am  
Location TBD |

**Week 5: Tuesday, Sept 20 – Monday, Sept 26**

| Module 8 | Understand and Manage Power & Politics | Reading: Chapter 8  
Assignment: WileyPlus Adaptive Practice (chapter 8) |
| Module 9 | Build Strong Relationships & Networks | Reading: Chapter 9  
Assignment: WileyPlus Adaptive Practice (chapter 9) |
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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 6: Tuesday, Sept 27 – Monday, Oct 3**

| Module 10 | Develop Communication Skills | Reading: Chapter 10  
Assignment: WileyPlus Adaptive Practice (chapter 10) |
|---|---|---|
| Module 11 | Handle Conflict, Negotiation, and Decision Making  
Sustainability | Reading: Chapter 11  
Assignment: WileyPlus Adaptive Practice (chapter 11) |
| Professional Development | Career Development | Assignment: Resume Due |

**FINAL**

| THURSDAY | October 6 | Assignment: FINAL - Case analysis #2 |