INSTRUCTOR: Ivana Milosevic  E-MAIL: milosevici@cofc.edu*

*For questions related to class structure and class material please use Class Material Questions discussion board on Oaks rather than email. Using designated Oaks space will allow other students to see the question and respond as well as ensure the quickest and most in-depth response.

OFFICE HOURS: By appointment.

PREREQUISITE: 30 HOURS

CLASS MATERIAL:
- Kinky Boots Movie (Required) Available for purchase via: ITunes, Amazon, Google Play and YouTube.

All other assigned readings are available through OAKS, library, or for purchase via above website.

REQUIRED TECHNOLOGY: Reliable internet access, microphone, webcam (recommended), Zoom account (recommended - available free with CofC email), and regular access to OAKS.

SUPPLEMENTAL READINGS:
Students are encouraged to stay abreast of developing stories that have relevance for businesses such as ethics, employment, globalization, teamwork, leadership, etc. Some suggested sources include the following:

Reuters (http://www.reuters.com/)
Bloomberg (http://www.bloomberg.com/)
BusinessWeek (http://www.businessweek.com/)
The Wall Street Journal (http://online.wsj.com/)

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 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" with 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.

COURSE FORMAT:

This course will use a combination of instructional methods to enhance learning. Class will include lectures, discussions, group activities, and exercises. Students are expected to have read assigned material before the class and actively participate in the class online discussion boards. For a class to run properly, students must be willing to self-manage and be proactive in accessing the material and preparing for class. In this class, independent thinking and individualized positions are emphasized and encouraged. Students are expected to have open minds and respect the positions and opinions of others. I will do my best to offer a pleasant and clearly structured online environment where you feel comfortable asking questions that will help your understanding and mastery of course materials.

COURSE POLICIES & EXPECTATIONS

This is an intensive course – the material that is usually covered during the semester (14 weeks) will be covered in 6 weeks. Consequently, it is expected that students are fully engaged, self-managing, and proactive in their learning. 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 40 hours per week reading, viewing lectures, discussing with your team, taking quizzes, participating in online discussions, and completing assignments.
- Maintain an active presence in the class by logging on 4-5x per week to participate in discussions and review materials. 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). If your assignment is not present at the time the assignment is due, the assignment is considered late, and you will receive a 0 on that assignment.
Technical issues: If you have problems related to the functioning of this course, please check the Technical Questions thread on Oaks 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. Please be proactive.

Expectations for communication:
Any questions regarding class content, assignments, due dates, etc. should be posted to the Class Material Questions discussion board. All the technology related questions should be posted to Technology Issues discussion board. You may find you’ll get an answer more quickly from your classmates than from me. In addition, being active on these boards may earn you bonus participation points (see below)! 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. Please email me to set an appointment.

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 (SNAP@cofc.edu). Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Academic Dishonesty: Honesty and integrity is expected of all students. If you cheat on any assignment, you will receive an automatic “F” for that assignment and possibly a failing grade for the course. This includes plagiarism of written work. Please give authorship credit as necessary.

LEARNING ASSIGNMENTS

Knowledge is not something that can be simply given from one person to another. Simply logging into oaks and passively listening is not sufficient to result in learning. Reading (not skimming!) the assigned materials prior to engagement with others is mandatory for all students. In order to get the most out of this course, you should think about how the readings apply to you now and in the future. Engagement with material will be assessed using following team and individual assignments.

TEAM ASSIGNMENTS

In contemporary organizations, group-based work is required or expected. To allow an “authentic” guided group experience, students will be assigned to a group (max 5 members per group). Please check OAKS group tab (under management tab) to locate your group members. In the last module, you will be required to evaluate your team members on their performance (see the evaluation sheet posted in the last module on Oaks). Your grade on the group assignments will be weighted according to the evaluation!!!

Written Case Updates - Teams will begin analysis of the e Business Review case: The New War of the Currents: The Race to Win the Electric Vehicle Market, in the Module 2. Starting with Module 2, teams will be required to submit case updates that detail the progress made on the final case. I will
provide feedback via Oaks on each case update. The expectation is that the team will use the feedback in strengthening their final written case analysis.

Grading Criteria: The instructions are provided on OAKS under Case Analysis Tab. Case updates are worth 5% of the grade.

**Final written case analysis** - Teams will be asked to submit a final written analysis of the case as well. Case analysis should be 5-7 pages, excluding cover page, table of contents, and reference page. The analyses must be typed (Times New Roman, 12 point font, 1-inch margins, single-spaced, and pages numbered at the bottom). Be concise but comprehensive. Use of fluff will negatively influence your grade on this assignment.

The case analysis will be graded as follows:

1. **Content – 70%**
   This is the most important part of the case analysis. This shows a student’s ability to apply class concepts to address issues in the case. Thoroughness, accuracy, and keen analysis should come through in this portion of the paper.

2. **Process – 30%**
   This refers to readability, flow, logic, organization, professional look, and writing mechanics of the analysis. The analysis should be clear, concise, structured in a logical fashion and easily readable, with a logical flow of thoughts and ideas. The analysis should be devoid of spelling and grammatical errors. It should also look neat and professional. It is strongly advised that one member is in charge of ensuring that the final analysis flows well (as if one person wrote it).

Grading Criteria: The instructions are provided on OAKS under Case Analysis Tab. Final case is worth 20% of the grade.

**INDIVIDUAL ASSIGNMENTS**

**The Hot Seat** – At the beginning of each lecture that has the article/video assigned to it, selected students (See Oaks for assignment) will prepare answers to following questions and post a detailed response to Oaks. To receive full points, make sure that your answers are thoughtful and that they include examples/arguments from the article/Video. Make sure to respond to at least 1 other post regardless of whether it is your assigned hot seat. **ALL STUDENTS must respond to MINIMUM 1 other post.**

1. What is the key argument the author of the article/video makes and how does it connect to the lecture?
2. Why is this topic an important topic for understanding contemporary management?
3. What are the assumptions the article/video hopes to challenge?
4. What are the implications for managers?
5. What is something that you learned in the readings/videos that you didn’t know before?
6. What are some relevant stories in the media this week?
- Question 6 requires students to stay abreast of current events and provide a one-paragraph summary of the news article, how it relates to the class, and a source. Please make sure that the source is legitimate (see page 1 for few appropriate sources).

- In addition to the assigned portion of the assignment, ALL students will be required to provide an individual response to at least one key post other than their own by the specified due date. Please see discussion board for details and due dates.

**Quizzes** - There will be five (5) online quizzes in this course – one for each module to be completed by the specified due date. Lowest quiz grade will be dropped. Quizzes will cover materials from the lectures, ted talks, discussions, videos, and assigned articles/movie. These quizzes are timed and “open-book” to encourage you to read carefully. To do well on the quiz, you should carefully review material before attempting to take the quiz.

**Career Interview and Resume** - You will be asked to conduct an informational interview with someone in a job you would like to have in the next five years. Based on this interview, create a resume targeted to that career and have it reviewed by the Student Success Center representative (representatives are available via zoom and email). Please submit (1) a copy of your first draft with the evidence that it was reviewed by the student success center representative, (2) your revised resume, and (3) summary of the career interview by the due date.

**Grading Criteria:** The instructions are provided on OAKS under Resume assignment tab. The assignment is worth 5% of the grade.

**Homework** – A subset of lectures will include homework activities (some individual and some group) related to the specific material. Please consult lecture notes in each module for information on homework activities.

**Grading Criteria:** Each homework will have associated instructions provided on OAKS under the relevant module. Homework activities are worth 10% of the grade.

**Participation*** – Participation is an important element of this class and high engagement with material on Oaks as well as with other students in class will positively affect student learning. In other words, the learning that results from this class will depend at least as much on your contribution to the class as mine. So, please be prepared and ready to offer your thoughts and opinions on various discussion boards (including class material and technological issues discussion boards). This applies to both the quality and quantity of participation. Posting only what is required by the discussion assignments is not sufficient to warrant high score nor is responding to each post.

***At instructor discretion, UP TO 5 additional percentage points may be added to the final grade to reflect student participation in and contribution to discussion and class dialogue across all discussion boards beyond that mandated by the discussion assignments. Full 5 points are reserved for truly outstanding contribution to the class.

**GRADES:**
Your final course grade will be determined by performance on a combination of individual and team assignments:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Hot Seat Discussions</td>
<td>20%</td>
<td>Each Module</td>
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<tr>
<td>Quizzes 1-4</td>
<td>40%</td>
<td>Each Module</td>
</tr>
<tr>
<td>Resume Assignment</td>
<td>5%</td>
<td>02/25/2022</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
<td>Each Module</td>
</tr>
<tr>
<td>Case Updates</td>
<td>5%</td>
<td>Modules 2 &amp; 3</td>
</tr>
<tr>
<td>Final case analysis</td>
<td>20%</td>
<td>02/25/2022</td>
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The anticipated grading scale is provided below. However, the instructor reserves the right to adjust this scale as deemed necessary.

- **A+** = 98 –100
- **A**  = 93 – 97
- **A-** = 90 - 92
- **B+** = 87 – 89
- **B**  = 83 – 86
- **B-** = 80 – 82
- **C+** = 77 – 79
- **C**  = 73 – 76
- **C-** = 70 – 72
- **D+** = 67 – 69
- **D**  = 63 – 66
- **D-** = 60 – 62
- **F**  = 59 and Below

**CLASS SCHEDULE**
*(Subject to change)*

You will complete 4-5 learning assignments per module, during which you are responsible for:

- Reviewing the online lectures and related videos
- Reading the assigned HBR article
- Participating in online discussions
- Completing learning assignments (quizzes, homework, case analyses, etc.)

Below you will find a list of major topics, readings, and graded assignments for your planning purposes.

<table>
<thead>
<tr>
<th>Topic of Discussion</th>
<th>Materials Covered</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Introductions and Teamwork</strong></td>
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<tr>
<td>Course Introduction</td>
<td>» Introductions</td>
<td>»Review the Syllabus/Oaks</td>
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<tr>
<td></td>
<td>» Discussion of class structure</td>
<td></td>
</tr>
<tr>
<td>Preparing for success</td>
<td>»Lecture materials</td>
<td>»Hot Seat: Learning is a Learned Behavior</td>
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<tr>
<td></td>
<td>»Read HBR: Learning is a Learned Behavior</td>
<td></td>
</tr>
<tr>
<td>What is Organizational Behavior?</td>
<td>»Lecture materials</td>
<td>»Hot seat*: Amy Edmondson: How to turn a group of strangers into a team</td>
</tr>
<tr>
<td>Building High Functioning Teams</td>
<td>»Chapters 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>» Watch: How to turn a group</td>
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</tbody>
</table>
### Module 2: Understanding External Environment

| Corporate Social Responsibility and Shared Value | Bloomberg video: The Edge Ted Talk: Harish Manwani: Profit’s not always the point | Quiz 1 Due G- HW: Build a team charter |
| Corporate Social Responsibility and Shared Value Cont’d | Lecture materials Read HBR: Creating Shared Value | Hot Seat: Creating Shared Value G - HW: Create shared value |
| Environmental Analysis | Lecture materials Read HBR Case*: The New War of the Currents | Hot Seat*: The New War of the Currents |

### Module 3: Creating Organizational Strategy

| Internal Analysis | Lecture materials Bloomberg video: Harris Tweed resources | Quiz 2 Due I – HW: Tesla and Nissan External Analysis |
| Firm strategy | Lecture materials Read HBR: Can you say what your strategy is? | Hot Seat: Can you say what your strategy is? |
| Managing Firm Structure | Chapter 16 W.L. Gore Overview | Case Update 1 Due |
| Managing Firm Culture | Chapter 15 Read Bloomberg article: Walmart Culture Crash | G- HW: W.L Gore Hot Seat: Walmart Culture Crash |

### Module 4: Leading Organizations

| Leadership in Organizations | Watch: Kinky Boots Chapters 13 & 14 | Quiz 3 Due Hot Seat: Kinky Boots |
| Power and Influence in the Workplace | Chapter 12 Read HBR: A New prescription for Power | Review resume assignment instructions Hot Seat: A New prescription for Power |
### Decision Making

- Chapter 9
- Read HBR: Building an Ethical Career

**Module 5: Managing Ourselves and Others**

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>Module 5: Managing Ourselves and Others</th>
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<tbody>
<tr>
<td>Perceiving Ourselves and Others in Organizations/ Diversity</td>
<td>Perceiving Ourselves and Others in Organizations/ Diversity</td>
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<tr>
<td>»Watch: Are we in control of our decisions?</td>
<td>»Watch: Are we in control of our decisions?</td>
</tr>
<tr>
<td>»Chapters 3 &amp; 2</td>
<td>»Chapters 3 &amp; 2</td>
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<tr>
<td>Conflict and Negotiation in the Workplace</td>
<td>Conflict and Negotiation in the Workplace</td>
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<tr>
<td>Chapter 10</td>
<td>Chapter 10</td>
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<tr>
<td>»Read HBR: Negotiating with Emotions</td>
<td>»Read HBR: Negotiating with Emotions</td>
</tr>
<tr>
<td>»Chapter 3</td>
<td>»Chapter 3</td>
</tr>
<tr>
<td>»Read HBR: Employee Motivation</td>
<td>»Read HBR: Employee Motivation</td>
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<tr>
<td>Foundations of Employee Motivation</td>
<td>Foundations of Employee Motivation</td>
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<tr>
<td>Final Case Due/Resume due/Quiz 5 Due</td>
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<td>1. Final Case Due</td>
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<td>2. Resume Due</td>
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<tr>
<td>3. Quiz 5 Due</td>
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**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 an oral presentation.)
- **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 and lecture on social and ethical dilemmas common to the global 21st century workplace.)
- **Intellectual Innovation & Creativity**: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. (Addressed via the critical analysis of daily issues as well as lectures on innovation and creativity.)
- **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 exams and written case analysis.)