



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional communities (<http://www.concord.edu/academics/>).

COURSE SYLLABUS – MGT 306 (CRN 20139 SEC 1AS)
Organizational Behavior (3 credit hours)
WEB - Blackboard
Spring 2019

Instructor Contact Information

Dr. Amanda Sauchuck, DBA, MBA
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Assistant Professor of Management
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Office Hours:

Monday 12:00pm-2:00pm
Tuesday and Thursday 10:00am-11:00am,
2:00pm-3:00pm
Wednesday and Friday by appt only

Inclement weather schedule:

www.concord.edu/emergency-alerts

Sign up for emergency text messages:

<http://sms.concord.edu>

Text, Materials, and Technology Required

- Organization Behavior 13th Edition by Uhl-Bien, Schermerhorn, Osborn. Wiley, South-Western Cengage Learning, ISBN: 9781118979822

Catalog Description:

This course introduces students to the challenges and problems of human behavior in an organizational setting and examines approaches for solving these problems. Its purpose is to help students better understand how individuals and groups work in organizations, and ultimately to improve their understanding and skills in working with people and projects in all types of organizations. Emphasis is placed on the study of personality, work attitudes and motivation, stress, groups and team processes, leadership, communication, organizational change and development.

Course Goal: To improve students understanding of human behavior in organization and the ability to lead people to achieve more effectively toward increased organizational performance.

Course Objectives: The objectives of this course will be accomplished through a variety of activities. Relevant topics and concepts will be presented to provide students with a learning experience related to real-world business settings. **Students are expected to take responsibility for their learning**, meet the high expectations set for them, and enjoy new successes they can experience through improved computer skills.

After completing this course, students should be able to:

1. Understand individual behavior in organizations, including diversity, attitudes, job

satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.

2. Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.
3. Understand the organizational system, including organizational structures, culture, human resources, and change.

Module Objectives: Each course module is designed to ensure that students progress toward achievement of the Course Objectives.

1. Students will gain an understanding of the foundations of organizational behavior, its context, and why it is important to study.
2. Students will be able to describe the importance of diversity and individual differences, especially with regard to personality and values.
3. Students will be able to explain perception and attribution, and will be able to describe the perceptual process and attribution theory.
4. Students will grasp the significance of emotions and attitudes, and how they affect job performance.
5. Students will define motivation and explain motivation theories that relate to organizations and the behavior of the people in them.
6. Students will examine the link between motivation, rewards, and performance, and will explore how job design influences motivation and performance.
7. Students will examine the role of teams in organizations, and will identify the stages of team development and what makes a team effective.
8. Students will describe high performance work teams and will explain how team processes, team communication, and team decisions can be improved.
9. Students will gain an understanding of what is involved in the decision-making process, and will explore several models of decision-making.
10. Students will examine the nature of conflict in organizations and will explore the role of negotiation in managing conflict.
11. Students will grasp the significance of communication and will develop an understanding of barriers to communication in organizations.
12. Students will identify elements of power and will gain an appreciation of politics and political power in organizations.
13. Students will gain an in-depth understanding of leadership, followership, and leader-follower relations in organizations.
14. Students will identify leader traits and leader behaviors, and will explore how characteristics of leaders are associated with their effectiveness.
15. Students will explore the meaning of organizational culture, and how an innovative culture can promote positive change in organizations.

Prerequisites: MGT 305

NETIQUETTE:

- Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with classmates and the professor.

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| | <p>5) Communication is vital to any course, so please keep me informed of any issues that you may have that affect your work for this course. If you do not turn work in for a chapter, you probably should send an email and let me know that you just didn't submit that work but are still in the class.</p> <p>6) <i>You must have the textbook by the first week of class; sometimes students wait until they receive the course syllabus and order the book online. I can't wait until you receive your textbook and will not take assignments late due to this situation. You will just receive "0" for the assignments missed. The only exception is if the CU Bookstore runs out of textbooks.</i></p> <p>7) Just because you may not receive a mid-term grade of a "D" or an "F" does not mean that you fail the class. You have many assignments with more point value due after the mid-term date that will determine whether you may pass/fail the course. Many students are doing really well at mid-term only to slack off the last part of the semester.</p> <p>8) As you can determine by the syllabus, there are many assignments for this course. Though, I have selected those assignments that I feel will be valuable to you in helping you with your communication skills in the workplace.</p> <p>9) Please take advantage of my office hours for assistance with any of your assignments. I will try to accommodate days and times that you need some help.</p> <p>10) Emailing Instructor Guidelines:</p> <ul style="list-style-type: none"> a) Always use a subject line. If the subject changes, then change the subject line. b) Type your name in the closing area as the email does not let me know who you are—example: dollbaby@ hotmail.com. I would not know who this is unless you would sign your name. c) Use complete sentences. d) Capitalize and punctuate as you would any communication in the workplace; therefore, no "i" for pronouns, spell check, etc. <p>11) Students, you must submit ALL WORK via Blackboard—I cannot allow you to submit work via email as it is too hard to track your work—thus, you must submit your work on time! Please adhere to the deadlines!</p> <p>12) As this is an online course, it is your responsibility to check your emails on a regular basis—I suggest you check your emails daily.</p> <p>13) Students, please communicate to me anything that may prevent you from being successful in this class; for example, if you have health issues, other life issues, please communicate so that we can try to work around these things. My goal is to help you successfully complete this class!</p> |
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Instructor/University Classroom Management Policies

The Learning Environment – An orderly classroom is essential to teaching and learning, and respect for all students and the instructor is expected. In order to maintain a productive learning environment, it is requested that each student in this course follow and maintain the classroom policies as outlined below.

Department of Business and RTM-- General Expectations of Students

All students seeking a Business Administration degree will have an attitude and demeanor that demonstrates a real commitment to the learning process. You will adhere to the expectations developed by the Division Faculty while in class and while representing the Department of Business and RTM and Concord University. A complete list of these expectations can be found displayed on Division bulletin boards and the Division website -- <http://www.concord.edu/business/node/11>

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Resources

The Academic Success Center is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, and much more. The Academic Success Center is located in Suite 243 (Atrium) of the Rahall Technology Center. Students can stop by the ASC Monday through Friday, 8:00 am until 4:00 or by appointment. The ASC may be reached by calling (304) 384-6074, (304) 384-6298, or asc@concord.edu. Website: <http://hub.concord.edu/academicsuccess/>

The drop-in tutoring schedule is posted online: <https://apps.concord.edu/tutoring/>. Smarthinking—online, and on-demand tutoring—is available on Blackboard at elearn.concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Please review the following websites, which may be useful to you:

- The inclement weather schedule: <http://www.concord.edu/emergency-alerts>
- The Beckley inclement weather schedule: http://www.concord.edu/userfiles/files/emergency/HEC_Inc_Weather_Schedule.pdf
- Concord University encourages everyone to register to receive instant emergency text message alerts via cell phones and/or email alerts: <http://sms.concord.edu/>
- “General Expectations of Business Students” and the “If Students Miss an Exam Policy” <http://www.concord.edu/academics/business/current-students/policies>
- The Division of Business Mission statement and reference to the Division of Business homepage: <http://www.concord.edu/academics/business/>
- The university Honor Code and Mission statement, www.concord.edu/userfiles/files/Academics/StudentHB2010-2012.pdf

Plagiarism and Academic Integrity:

Do not plagiarize, either in written assignments (by copying or paraphrasing without quoting and/or citing original sources) or in online discussion forum (by copying or paraphrasing from the textbook or other sources without citing). If you do, I will be required to fail you for the course and to write a letter to the Dean of Academic Affairs to be included in your file.

Last but not least:

- 1) I expect you to interact with your peers in a constructive and respectful manner, should you decide to work on group or when you are interacting with fellow students via discussion forum.
- 2) I expect all assignments and written communication (including e-mails you send me) to use standard business writing style, that is, proper grammar and no text-messaging-style abbreviations.
- 5) Make use of all campus resources, including the reference librarian, the Academic Success Center and, of course, me.
- 6) If you have questions, please ask!

You have the dates for all assignments and tests for this course from day one so that you may plan your schedule accordingly. Please follow the due dates and use the Blackboard calendar to help you keep up with the assignments.

Discussion Posts

Contribution to Online Discussion Forum:

This course is designed to focus on active learning through reaction papers and online discussions. For the learning process to be effective, it is essential that you carefully review the mini-cases and chapter readings before writing reaction papers prior to my posting of the chapter notes. You are expected to actively participate in online discussion forum in a professional,

value-added manner. Value-added contributions do not simply recite facts but (a) offer refreshing responses to comments made by author, (b) identify issues and competing ideas, and (c) apply facts, models, and analysis to support the argument. Lack of preparation will result in a zero contribution grade for that chapter.

The following questions should help you assess the value that your contributions offer to the online discussion:

- **Relevance:** Are your comments clearly related to the case and to the comments of others? Does your contribution stay on topic or does it wander?
- **Advancement:** Does your comment move the class discussion forward? Does it take the discussion farther and deeper than previous comments or does it reiterate past comments?
- **Fact-based:** Have you used specific facts from the readings to support your analysis?
- **Logical:** Is your reasoning consistent and logical or are there gaps in your logic? Do you use concepts from the readings and lectures correctly?

I will use the criteria listed above to develop my opinion regarding your contribution. Making disruptive comments will result in a substantial penalty to your contribution to online discussion grade. As an effective manager in the business world, you will be responsible for living up to the expectations of your bosses, peers, other employees. Therefore, I expect the same.

Reaction papers:

You must complete the assigned readings to specific chapters, write a reaction paper, and submit it on the Blackboard. Reaction paper is not merely a summary, but rather a reflection on your thoughts about the material presented in the chapter. See the last page of the syllabus for more detailed information about the reaction paper instructions.

Grading

Student evaluation and final grades will be based on the following distribution:

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| Discussion Posts | 50 pts each | 50 pts x 6 | 300 pts |
| Chapter Assignments | 25 pts each | 25 pts x 6 | 150 pts |
| Exams | 100 pts each | 100 pts x 3 | 300 pts |
| Reaction Papers | 50 pts each | 50 pts x 5 | 250 pts |
| Total points possible | | | 1000 pts |

| GRADING SCALE: | | |
|-----------------------|-------------------|--|
| A = 90 – 100% | 900 – 1000 Points | Track your points and you can easily determine your grade at any time! |
| B = 80 – 89% | 800 – 899 Points | |
| C = 70 – 79% | 700 – 799 Points | |
| D = 60 – 69% | 600 – 699 Points | |
| F = Below 60% | 599 and below | |

| Weeks | Topics and Activities | Assignments | Homework | Due Date (11:59pm) |
|-----------------------------------|--|--|---|---------------------------|
| Week 1 January 14-20 | Course Overview and Syllabus Review | | Discussion Post (Introduction) | 1/20/2019 |
| Week 2 January 21-27 | Introduction to Organizational Behavior | Read Chapter 1 End of Chapter Assignment | | 1/27/2019 |
| Week 3 January 28 - February 3 | Diversity, Personality, and Values | Read Chapter 2 | Reaction paper on Chapter 2 | 2/3/2019 |
| Week 4 February 4 - 10 | Perception, Attribution, and Learning | Read Chapter 3 End of Chapter Assignment | Discussion Post | 2/10/2019 |
| Week 5 February 11 - 17 | Emotions, Attitudes, and Job Satisfaction | Read Chapter 4 | Reaction paper on Chapter 4 | 2/17/2019 |
| Week 6 February 18 - 24 | Motivation | Read Chapter 5 End of Chapter Assignment | Discussion Post | 2/24/2019 |
| Week 7 February 25 – March 3 | Motivation and Performance Exam I – Chapters 1-6 | Read Chapter 6 Review Chapters 1-6 | | 3/3/2019 |
| Week 8 March 4 - 10 | The Nature of Teams | Read Chapter 7 End of Chapter Assignment | Discussion Post | 3/10/2019 |
| Week 9 March 11 - 17 | Teamwork and Team Performance | Read Chapter 8 | Reaction paper on Chapter 8 | 3/17/2019 |
| Week 10 March 18 - 24 | Decision Making and Creativity | Read Chapter 9 End of Chapter Assignment | | 3/24/2019 |
| Week 11 March 25 - 31 | Conflict and Negotiation Exam II – Chapters 7-10 | Read Chapter 10 Review Chapters 7-10 | Discussion Post | 3/31/2019 |
| Week 12 April 1 – 7 | Communication | Read Chapter 11 | Reaction paper on Chapter 11 Discussion Post | 4/7/2019 |
| Week 13 April 8 - 14 | The Leadership Process | Read Chapter 13 End of Chapter Assignment | | 4/14/2019 |
| Week 14 April 15 - 21 | Leadership Traits and Behavioral Styles | Read Chapter 14 | Reaction paper on Chapter 14 | 4/21/2019 |
| Week 15 April 22 - 28 | Organizational Culture and Innovation | Read Chapter 15 | Study Chapters 11-15 | 4/28/2019 |
| Week 17 April 29 – May 5 | Exam III – Chapters 11-15 | | | 5/5/2019 |

As the professor of this course, I reserve the right to add/delete assignments and/or syllabi content as needed. I will always ensure any changes will be in the best interest of the student and will notify all students if a change occurs.

Reaction Paper Instructions (50 points each)

Description: A reaction paper is written in response and reflection to either a guest speaker, a film, a book, or writing.

Due Date: Please refer above to the course schedule for the due date.

Format (5 points)

Each paper should be 500 – 700 words. The text should be typed using 12-point font, double-spaced, and 1-inch margins. Minimum length: 500 words (not counting your name and title, etc.)

Content (35 points)

INTRODUCTION (5 pts): How does the topic fit into the overall context of the course material that we are learning?

OPINIONS & POINTS OF VIEW (15 pts): What key points were made by the speaker(s) or in the film? - Describe at least 3 key points—be specific!

NEW INFO THAT YOU LEARNED (15 pts): Describe at least 3 new pieces of information that you learned from the chapter. Discuss your personal opinions about the concept or information, and the reason(s) for your opinion.

Writing (10 points)

Make sure to pay attention to the overall organization and paragraph structure of your essay. Usually, a well-organized essay will begin with an introductory paragraph, continue with at least three body paragraphs, and end with a concluding paragraph. There should be clear structure within each paragraph (i.e. thesis statement first, followed by supporting information, then concluding statement). Check over your sentence structure, grammar, punctuation, and spelling. Your paper must be in your own words—plagiarism will not be accepted. If you quote from the text or from an outside resource, be sure to put the words in quotes to distinguish from your own writing.