



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.
- *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. Students will also be able to integrate knowledge and skills in addressing these issues.
- *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.

## Grades

A final course grade will be assigned based on the following point scores:

	<u>Points:</u>	<u>Contribution (Rounded):</u>
Exams (2 Exams)	140	35%
Final Exam	80	20%
Case Studies	70	17.5%
Online Homework	70	17.5%
Resume	20	5%
Participation	20	5%

Final grades will be determined using the following scale:

A	92% >
A-	90% to < 92%
B+	87% to < 90%
B	82% to < 87%
B-	80% to < 82%
C+	77% to < 80%
C	72% to < 77%
C-	70% to < 72%
D+	67% to < 70%
D	62% to < 67%
D-	60% to < 62%
F	<60%

### **Recommendations for doing well on exams and in the class**

Buy the book.

Read the chapters before the corresponding lectures.

Read the chapters as many times as needed to understand the vocabulary.

Attend class.

Do all of the online material.

If you are having trouble, come to office hours and talk with me.

**Grades will be posted and available in OAKS**

**On-line learning modules.** It is expected that you read all assignments prior to class. On-line learning assessments are required, and are due by the date listed on the module in McGraw Hill Connect. Dates may be extended on-line based on the cadence of our course (e.g., whether we move quickly or slowly through material). The best way to complete the modules is to first read the book, then use the questions as a self-quiz.

**Participation.** Students are expected to be active participants in class daily, which requires attendance! While attendance and participation are not formal components of the grade, attendance and participation will certainly be taken into consideration in the case of borderline grades.

**Case Analysis.** A major case analysis is due as part of a larger MGMT 301 assessment across sections. Thus, the matrix used to grade the assignment is one designed across faculty teaching MGMT 301 to grade the case. A discounted version of the case analysis is available via Harvard Business School Press (you can find the link in table at top of syllabus). More instructions are at the end of the syllabus.

**Exams.** There will be two exams worth 70 points each. The exams will be administered online via OAKS. The format of the exams is currently under review and will be discussed in class. In the event that we choose an essay format, the matrix for grading the exams is provided at the end of the syllabus. Other than cases of extreme personal emergency, a student will not be allowed to make-up exams. More info is provided at the end of the syllabus.

**Résumé Assignment.** On an early day of the class, a visitor will attend from the Career Center to discuss résumés. The final resume will be due two weeks subsequent to that day. In the meantime, you will be expected to 1) prepare a résumé and 2) independently visit the Career Center (Lightsey 216) (drop-in hours are posted on their website: <http://careercenter.cofc.edu/>) or the Student Success Center (1<sup>st</sup> Floor Beatty Center) for résumé feedback. The revised résumé, free of errors, should be submitted by the due date. Points will be deducted for every error (misspelled words, incongruences, etc).

## **Expectations**

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments in a timely fashion. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me.

You are expected to read the book. I suggest that you read the assigned chapters multiple times and complete the assigned work after reading the chapters. If you miss class, you do not need to tell me why. You are adults and sometimes adults have circumstances that prevent them from coming to class.

## **Tentative Class Schedule – Subject to Change**

This course schedule represents the instructor's best estimate of the topics to be covered on various days. Reasonable advanced warning will be given if the exam dates have to be changed.

08/22 Introduction, Syllabus, Chapter 1

08/29 Chapter 2

09/05 Chapter 3

09/12 Chapter 4

09/19 Chapter 5

09/26 Chapter 6

10/03 Chapter 7 and Exam

10/10 Chapter 8

10/17 Fall Break

10/24 Chapter 9

10/31 Chapter 10

11/07 Chapter 11

11/14 Chapter 12 and Exam

11/21 Chapter 13

11/28 Chapter 14

12/05 Reading Day

12/12 Final Exam

MGMT 301

**Exams.** We will discuss exam format on the first day of class.

It is very unlikely that any of you will have essay answers that are “wrong”. It is much more likely that some of you will have answers that are incomplete, based on weak evidence, or poorly written.

Your essay exam will be graded based on the matrix below

1	2-3	4
Answer Addresses Question		
C Appears to have misinterpreted question	B Addresses part of the question, or provides incomplete information	A Fully addresses the question
Rationale for answer		
C Answer is superficial. For example, it is a summary of one of the readings without depth.	B Answer is correct, and has some complexity, but also fails to use available information	A Answer is correct and includes a complex integration of ideas from the class
Provides evidence for answer		
C Answer is based on mere opinion and is not justified with readings.	B Some justification is given from sources, but statements are also made without giving credit for the information, or only one or two sources are cited.	A Justifies answer with references to multiple sources. The best answers will integrate information from at least <b>three</b> different sources. Use readings assigned in the syllabus, the textbook, or videos used in class.
Citations		
C Fails to provide in-text citations and a reference list	B Provides in-text references and/or a citation list, but neither is complete or technically sound	A Provides both in-text references and a citation list that is technically accurate
Grammar/Clarity		
C Multiple grammatical mistakes throughout and the essay lacks clarity	B The essay has grammatical mistakes or lacks clarity	A The essay is grammatically sound and written with clarity

## Case Analysis

A case analysis is also a component of the course. The case can be accessed at a discounted rate from Harvard Business School Press. The weblink for accessing the case analysis is at the top of the syllabus

### Instructions:

Complete a 500 (maximum) word analysis of the assigned case.

When appropriate, be sure to provide citation (APA or MLA) of your sources.

### Tips:

- Note the factors that will contribute to your grade in the matrix.
- There is no need to give an extensive summary of the case; instead, summarize the key facts. While your response should address the key facts in the case, I too have read the case. Don't summarize; there is no need to summarize.
- Your response should seamlessly integrate components of the class with your analysis. What factors have you learned in MGMT 301 that you would consider in your response? Be sure to articulate those. Again, no need to define theories; instead, use theory to explain why you make the recommendations you make.
- When appropriate, cite your work.
- 500 words is the MAXIMUM. Points will be deducted if you submit more than this amount.
- The case analysis is to be printed and submitted at the beginning of class. Late assignments will be accepted, but half of the score will automatically be deducted for late submissions.
- Note that grammatical mistakes will be taken into account when determining your grade.

<b>Student #</b>	<b>Key facts (9 points)</b>	<b>Problem (9 points)</b>	<b>Critical analysis (9 points)</b>	<b>Theory (9points)</b>	<b>Alternatives (9 points)</b>	<b>Writing style (9 points)</b>	<b>TOTAL (out of 54)</b>	<b>Percentage</b>
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## CASE ANALYSIS RUBRIC

Overall Comments:



## **CofC School of Business Mission**

The School of Business serves our state, region, and the global business world by educating socially responsible graduates through practical undergraduate, graduate and professional programs, and by advancing the development of our community of scholars in their intellectual pursuits. As an AACSB accredited business school with dual accreditation in accounting and business, we fulfill this Mission by:

- Engaging diverse students in personalized educational experiences that encourage a global mindset, inspire creativity and innovation, and developing leadership skills in preparation for business challenges and opportunities.
- Building a globally oriented faculty whose teaching, research, and service influence students, the business community, and other constituents.

## **CofC Policies and Procedures**

### College of Charleston Honor Code and 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>

**Disability Statement from the SNAP Office**

Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student's responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful. Students will feel more comfortable about identifying themselves as having a disability if they are approaching someone they believe to be receptive to the discussion. Such an invitation can go a long way toward encouraging students with a disability to approach the instructor early in the course.

**Sample Syllabus Statements:**

- 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.
- If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours.
- Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours."