



Texas A&M University-Central Texas

MGMT 5301-120 ***Organizational Behavior (Blended)***

Spring 2019, revised date: 1.10.2019
Texas A&M University-Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.

Office location: Founders Hall, #318

Email address: yoony@tamuct.edu

If you have any questions or concerns, please send an e-mail to yoony@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox.

1-2. Instructor's TAMUCT Office Hours and Student – Instructor Interaction

If you have any questions about this course, I am available in my TAMUCT office Monday and Wednesday from 11:30 a.m. to 2:30 p.m. We can also set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inbox or e-mails anytime; I usually respond to questions within 24 hours on weekdays and 48 hours on weekends.

1-3. Mode of Instruction and Course Access

This is a blended course that utilizes both online and face-to-face instructions.

For online instruction, you need to use the TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to login to this system. Additional information is located under [Technology Requirements](#).

For the face-to-face instruction, we will meet in the classroom **313 Founder's Hall** at the following time and dates.

1/16, 1/30, 2/13, 2/27, 3/27, 4/10, 4/24, and 5/1 (all Wednesday)
All face-to-face class start at 6:00 p.m. and end at 8:45 p.m.

1-4. Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [weekly checklist](#), and [course and university procedures and policies](#).

1-5. 911 Cellular

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

2. COURSE INFORMATION

2-1. Course Overview and Description

The purpose of this course is to demonstrate the importance of organizational behavior to your own personal and organizational life. You are or probably will be an employee of an organization—and in all likelihood of several organizations—during your career. You may eventually become a team leader, a manager, or an executive. Studying organizational behavior will help you attain the knowledge and competencies needed to perform effectively in all of these roles. These will help you diagnose, understand, explain, and act on what is happening around you in your job.

2-2. Course Objectives

Upon successful completion of *MGMT 5301 Organizational Behavior*, students will be able to:

1. Understand and apply concepts of organizational behavior.
2. Understand and apply the primary outcomes of organizational behavior necessary for organizational effectiveness.
3. Understand and apply the individual, team and organizational mechanisms and characteristics that affect the primary outcomes of organizational behavior.
4. Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.
5. Understand and critically analyze individual employee characteristics (personality and cultural values and the different types of abilities - cognitive, emotional and physical).
6. Understand and apply team mechanisms (communication, negotiation, leadership styles and behaviors) to work teams of all sorts.
7. Comprehend and analyze the importance of organizational structure and organizational culture within an organization.

8. Analyze real-world organizational situations, and diagnose the critical issues and stakeholder concerns to be addressed.
9. Use organizational behavior concepts to alleviate real-world organizational issues and recommend solutions to those issues to the satisfaction of organizational stakeholders.
10. Understand the relevance of organizational behavior for sustainability and sustainable development.
11. Understand, apply and demonstrate professionalism as described under *professional etiquette* ([Course Requirement 8 on pages 5 and 6](#)).

2-3. Module Learning Outcomes

Module level student outcomes can be viewed in the Canvas classroom at the beginning of each Module.

2-4. Required Readings and Videos

The textbook is ***Organizational Behavior: Improving Performance and Commitment in the Workplace (5th Edition)*** by Jason Colquitt, Jeffery Lepine, and Michael Wesson. You will NOT need access to Connect. The detail of our main textbook is as follows.

- Title: Organizational Behavior: Improving Performance and Commitment in the Workplace (5th Edition)
- Author: Jason Colquitt, Jeffery Lepine, and Michael Wesson
- ISBN: 978-1-259-54509-2
- Publisher: McGraw-Hill
- Publication Year: 2017

The 6th edition of this book is also available. Using the 6th edition will also be fine for this course.

Throughout the course, you will be required to watch **two videos**: *Moneyball* and *Enron: The Smartest Guys in the Room*. We will be watching these videos during the face-to-face meetings.

3. COURSE REQUIREMENTS

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced in the virtual classroom and emailed to students within one week of the change decision. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

*** IMPORTANT NOTICE**

All the required works in this course, except for in-class activities, represent the independent work of students; teamwork will not be permitted for those works.

3-1. Requirement 1: In-Class Activities (5 in-class activities 40 points each, total 200 points)

In-class activities are intended to create student-to-student interaction in the course as well as teach and reinforce learning concepts. There will be five in-class activities are anticipated to take

approximately two hours. Students will be provided with instruction and grading rubric for the activity in class. You are expected to actively participate in these activities. Keep in mind that passive participation is not sufficient.

Professional Conduct Expectations: Professional etiquette is required at all times. I reserve the right to remove students from discussions whose conduct violates professional etiquette expectations for such comments that lack kindness, respect, and inclusive language towards students or the instructor. A student whose comments or behavior lacks professional etiquette and is subsequently removed from the activity will receive a 0 for that activity.

If you do not participate in an in-class activity, you will receive 0 points for that activity. An opportunity to complete a missed in-class activity will only be provided with written documentation of an unavoidable or unforeseeable event.

3-2. Requirement 2: Case Study Assignments (5 assignments, 50 points per assignment, total 250 points)

Case study assignments in this course are qualitative assessments of module-level learning objectives (for Modules 2 to 5), which are designed to help you practice applying course concepts to solve organizational behavior problems. *A rubric entailing the grading criteria is provided with an instruction for assignment.* An example of a case study assignment can be found in [Appendix 1](#).

3-3. Requirement 3: Chapter Review Assignments (For Chapters 4 to 16: 13 assignments, 20 points per assignment, total 260 points)

Chapter review assignments in this course are qualitative assessments of your understanding of the things that you have learned in Chapters 4 to 16. In these chapters, you will be learning the key outcomes of organizational behavior (OB). The chapter review questions are designed to find answers to the following three important questions in examining the key outcomes of OB:

- 1) Is there any evidence that the key OB outcome that you have learned in this chapter is related to higher level of outcomes that can benefit organizations such as employee performance and commitment?
- 2) What are some methods that organizations can adopt to increase (or decrease) the level of OB outcome that you have learned in this chapter?
- 3) Overall, do you think organizations should care about the OB outcome that you have learned in this chapter? Why or why not?

A rubric entailing the grading criteria is provided with an instruction for assignment. An example of a chapter review assignment can be found in [Appendix 2](#).

Case study and chapter review assignments should be saved as .doc with your last name first. If citations and references are needed, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor's Policies](#). If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module labeled *About Assignments*.

Case study and chapter review assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.

3-4. Requirement 4: Chapter Review Quizzes (for Chapters 1 to 16: 16 review quizzes, 10 points each, total 160 points)

Review quizzes are provided to ensure students are understanding concepts presented in the required readings and videos as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT's Web-supported Canvas application.

Students can take each quiz twice. The higher score of the two attempts will be recorded.

Quizzes include 5 to 10 questions each and anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the [weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-5. Requirement 5: Final Exam (100 points)

There will be a final exam at the end of the semester. Students can take this exam online **from 12:00 a.m., April 29th (Monday) to 11:59 p.m., May 10th (Friday), 2019**. Exams include 50 multiple choice and true/false questions, which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMUCT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 100 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam)**.

3-6. Requirement 6: Introduction (20 points)

You need to post your introduction at the beginning of the course.

3-7. Requirement 7: Syllabus/Plagiarism Review Quiz (10 points)

This quiz is provided to ensure students are understanding the course requirements as well as the writing requirements to successfully pass this course.

Students can take this quiz twice. The higher score of the two attempts will be recorded. This quiz includes ten questions and anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that this quiz must be completed by the due date posted in the [weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-8. Requirement 8: Professional Etiquette

Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner, and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.

5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the office of Student Success, adhering to published policies of the university, seeking assistance or clarification when appropriate.

A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. A less severe penalty may be assigned by the instructor depending on the circumstances of the situation.

3-9. Grading Criteria

Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and a final exam.

Grade Composition:

Requirement	Percentage	Detail
In-Class Activities	20%	5 activities - 40 points each: 200 points total
Case Study Assignments	25%	5 assignments - 50 points each: 250 points total
Chapter Review Assignments	26%	13 assignments - 20 points each: 260 points total
Chapter Review Quizzes	16%	16 quizzes - 10 points each: 160 points total
Introduction	2%	20 points total
Syllabus/Plagiarism Quiz	1%	10 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be a deduction factor
Total	100%	1,000 points total

Grades will be computed using the following point scale. A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. (Grades will NOT be computed using the percentage scale in Canvas.)

Posting of Grades: All student grades are anticipated to be posted in the Canvas Grade book within seven days of submission deadline and/or close of discussions. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

Submitting Course Requirements: Please submit all course requirements (discussions, assignments, quizzes, and final exam) through the Canvas classroom.

3-10. Instructor Policies

Late works: All works are due on the date designated on the [weekly checklist](#) unless otherwise posted in the classroom announcements. **No late works will be accepted without written documentation of an unavoidable or unforeseeable event.**

Plagiarism: Students whose assignment contains plagiarized information, *i.e., failing to cite and reference the information source in properly applying APA formatting to citations and references, or works that do not represent the independent work of students* will receive a 0 for the assignment and possibly a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. **What will be considered as plagiarism in this course is outlined in Citations and References video in the Orientation Module. Please watch this video and cite and reference accordingly.**

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

For this course, you will need reliable and frequent access to a computer and the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the TAMUCT computer lab (Founder's Hall, 113) or contact the [instructor](#) to discuss your situation.

This course will use the TAMUCT Canvas Learn learning management system.

- Login to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMUCT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member's computer. If you do encounter technical difficulties, please send me an email.

4-2. Students New to Canvas

If you need a refresher on any Canvas tools, the Help link on the left menu (global Navigation) in the Canvas classroom provides you with a link to the Canvas Guides. You can get to the Canvas Student Video Guides by following the link to the Canvas Guides. Once you get to the Canvas Guides home page, please select Video Guide and then select Students in the table of contents to get to the Student Video Guides.

4-3. Technology Support

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support, please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact the [instructor](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

5. WEEKLY CHECKLIST

This weekly checklist provides you with a list of the things that you need to do in a given week. You'll need to check-off all the things in the list to be considered as "complete" for that week.

Each week work for the course will begin on Monday and end on Sunday (except in Week 16). *Most* of the things that you need to do within each week have *Friday or Sunday night at 11:59 p.m.* deadlines.

Course materials for a given week will be open at 12:01 a.m. on Monday of that week. **Course materials will not be opened in advance** except for Week 16. Week 16 materials will be opened at 12:01 a.m. on Monday of Week 15.

I reserve the right to make changes to the course schedule if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

Week 1: January 14th, Monday – January 20th, Sunday

Face-to-face meeting

January 16th (Wednesday): Course Introduction

Things to do online

Orientation Module

Things to do	Points	Due date	Where to find	Done?
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Watch Citations and References Video	-	-	Modules > Orientation	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>
Upload your introduction	20	January 14 th , Sunday	Assignments > Others	<input type="checkbox"/>
Complete the Syllabus/Plagiarism Review Quiz	10	January 14 th , Sunday	Assignments > Others	<input type="checkbox"/>

Module 1 – Part 1: Introduction to OB

Things to do	Points	Due date	Where to find	Done?
Watch Module 1 Introduction Video	-	-	Modules > Module 1	<input type="checkbox"/>
Read Ch. 1 Introduction to Organizational Behavior	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 1	<input type="checkbox"/>
Complete Chapter 1 Review Quiz	10	January 14 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Week 2: January 21st, Monday – January 27th, Sunday

Face-to-face meeting

NO face-to-face meeting

Things to do online

Module 1 – Part 2: Job Performance

Things to do	Points	Due date	Where to find	Done?
Read Ch. 2 Job Performance	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 2	<input type="checkbox"/>
Complete Chapter 2 Review Quiz	10	January 27 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Module 1 – Part 3: Organizational Commitment

Things to do	Points	Due date	Where to find	Done?
Read Ch. 3 Organizational Commitment	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 1-Part 3	<input type="checkbox"/>
Complete Chapter 3 Review Quiz	10	January 27 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Week 3: January 28th, Monday – February 3rd, Sunday

Face-to-face meeting

January 30th (Wednesday): In-Class Activity #1

Things to do online

Module 2 – Part 1: Job Satisfaction

Things to do	Points	Due date	Where to find	Done?
Watch Module 2 Introduction Video	-	-	Modules > Module 2	<input type="checkbox"/>
Read Ch. 4 Job satisfaction	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Chapter 4 Review Assignment	20	February 3 rd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 4 Review Quiz	10	February 3 rd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 4: February 4th, Monday – February 10th, Sunday***Face-to-face meeting*****NO face-to-face meeting*****Things to do online*****Module 2 – Part 2: Stress***

Things to do	Points	Due date	Where to find	Done?
Read Ch. 5 Stress	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 2	<input type="checkbox"/>
Complete Chapter 5 Review Assignment	20	February 10 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 5 Review Quiz	10	February 10 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 5: February 11th, Monday – February 17th, Sunday***Face-to-face meeting*****February 13th (Wednesday): In-Class Activity #2*****Things to do online*****Module 2 – Part 3: Motivation***

Things to do	Points	Due date	Where to find	Done?
Read Ch. 6 Motivation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 3	<input type="checkbox"/>
Complete Chapter 6 Review Assignment	20	February 17 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 6 Review Quiz	10	February 17 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Week 6: February 18th, Monday – February 24th, Sunday

Face-to-face meeting

NO face-to-face meeting

Things to do online

Module 2 – Part 4: Trust, Justice, and Ethics

Things to do	Points	Due date	Where to find	Done?
Read Ch. 7 Trust, Justice, and Ethics	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 4	<input type="checkbox"/>
Complete Chapter 7 Review Assignment	20	February 24 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 7 Review Quiz	10	February 24 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 1: Motivation	50	February 24 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Week 7: February 25th, Monday – March 3rd, Sunday

Face-to-face meeting

February 27th (Wednesday): In-Class Activity #3

Things to do online

Module 2 – Part 5: Learning and Decision Making

Things to do	Points	Due date	Where to find	Done?
Read Ch. 8 Learning and Decision Making	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 2-Part 5	<input type="checkbox"/>
Complete Chapter 8 Review Assignment	20	March 3 rd , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 8 Review Quiz	10	March 3 rd , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 8: March 4th, Monday – March 10th, Sunday***Face-to-face meeting****NO face-to-face meeting****Things to do online****Module 3 – Part 1: Personality and Cultural Values**

Things to do	Points	Due date	Where to find	Done?
Watch Module 3 Introduction Video	-	-	Modules > Module 3	<input type="checkbox"/>
Read Ch. 9 Personality and Cultural Values	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 1	<input type="checkbox"/>
Complete Chapter 9 Review Assignment	20	March 10 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 9 Review Quiz	10	March 10 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 2: Personality Assessment	50	March 10 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

*Week 9: March 18th, Monday – March 24th, Sunday***Face-to-face meeting****NO face-to-face meeting****Things to do online****Module 3 – Part 2: Ability**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 10 Ability	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 3-Part 2	<input type="checkbox"/>
Complete Chapter 10 Review Assignment	20	March 24 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 10 Review Quiz	10	March 24 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 10: March 25th, Monday – March 31st, Sunday***Face-to-face meeting****March 27th (Wednesday): In-Class Activity #4****Things to do online****Module 4 – Part 1: Teams (Characteristics and Diversity)**

Things to do	Points	Due date	Where to find	Done?
Watch Module 4 Introduction Video	-	-	Modules > Module 4	<input type="checkbox"/>
Read Ch. 11 Teams: Characteristics and Diversity	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 1	<input type="checkbox"/>
Complete Chapter 11 Review Assignment	20	March 31 st , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 11 Review Quiz	10	March 31 st , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 11: April 1st, Monday – April 7th, Sunday***Face-to-face meeting****NO face-to-face meeting****Things to do online****Module 4 – Part 2: Teams (Processes and Communication)**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 12 Teams: Processes and Communication	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 2	<input type="checkbox"/>
Complete Chapter 12 Review Assignment	20	April 7 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 12 Review Quiz	10	April 7 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

*Week 12: April 8th, Monday – April 14th, Sunday***Face-to-face meeting*****April 10th (Wednesday): In-Class Activity #5*****Things to do online*****Module 4 – Part 3: Leadership (Power and Negotiation)***

Things to do	Points	Due date	Where to find	Done?
Read Ch. 13 Leadership: Power and Negotiation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 3	<input type="checkbox"/>
Complete Chapter 13 Review Assignment	20	April 14 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 13 Review Quiz	10	April 14 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 3: Teams	50	April 14 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

*Week 13: April 15th, Monday – April 21st, Sunday***Face-to-face meeting*****NO face-to-face meeting*****Things to do online*****Module 4 – Part 4: Leadership (Styles and Behaviors)***

Things to do	Points	Due date	Where to find	Done?
Read Ch. 14 Leadership: Styles and Behaviors	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 4-Part 4	<input type="checkbox"/>
Complete Chapter 14 Review Assignment	20	April 21 st , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 14 Review Quiz	10	April 21 st , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Week 14: April 22nd, Monday – April 28th, Sunday**Face-to-face meeting*****April 24th (Wednesday): Watch the movie 'Moneyball' & Discussion*****Things to do online*****Module 5 – Part 1: Organizational Structure***

Things to do	Points	Due date	Where to find	Done?
Watch Module 5 Introduction Video	-	-	Modules > Module 5	<input type="checkbox"/>
Read Ch. 15 Organizational Structure	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 1	<input type="checkbox"/>
Complete Chapter 15 Review Assignment	20	April 28 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 15 Review Quiz	10	April 28 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 4: Leadership in the movie <i>Moneyball</i>	50	April 28 th , Sunday	Assignments > Case Study Assignments	<input type="checkbox"/>

Weeks 15 and 16: April 29th, Monday – May 10th, Friday

Face-to-face meeting

May 1st (Wednesday): Watch the movie 'Enron: The Smartest Guys in the Room' & Discussion

Things to do online**Module 5 – Part 2: Organizational Culture**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 16 Organizational Culture	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos	-	-	Modules > Module 5-Part 2	<input type="checkbox"/>
Complete Chapter 16 Review Assignment	20	May 5 th , Sunday	Assignments > Chapter Review Assignments	<input type="checkbox"/>
Complete Chapter 16 Review Quiz	10	May 5 th , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

Case Study Assignment

Things to do	Points	Due date	Where to find	Done?
Complete Case Study Assignment 5: Organizational Culture in the movie <i>Enron: The Smartest Guys in the Room</i>	50	May 10 th , Friday	Assignments > Case Study Assignments	<input type="checkbox"/>

Final Exam

Things to do	Points	Due date	Where to find	Done?
Complete Final Exam	100	May 10 th , Friday	Assignments > Final Exam	<input type="checkbox"/>

6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

6-1. Drop Policy

If you need to drop this class, you must complete a Drop Request Form, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

6-2. Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, visit [\[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel\]](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel).

If you know of potential honor violations by other students, you may submit a report, [\[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0\]](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

6-3. Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [\[https://www.tamuct.edu/student-affairs/access-inclusion.html\]](https://www.tamuct.edu/student-affairs/access-inclusion.html).

6-4. Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [\[https://www.tamuct.edu/student-affairs/index.html\]](https://www.tamuct.edu/student-affairs/index.html). Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [\[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf\]](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

6-5. Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

6-6. The University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

6-7. University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Appendix 1 – Case Study Assignment Example

** This is only an example. The finalized assignment may differ.*

Case Study Assignment #4: Leadership in the movie *Moneyball* (50 points)

Distributed: XXX

Due: XXX

Why this assignment?

This assignment supports the Course Objectives 7, 8, and 9 listed in our syllabus.

Instruction

1. Read Chapter 14 (*Leadership: Styles and Behaviors*) of our textbook.
2. Watch the movie *Moneyball* (in class).
3. Answer the following questions.

Q1. In the movie, what was the change that the Oakland A's was going through under the leadership of Billy Beane? **(5 points)**

Q2. In leading the change that you have described in Q1, what was the decision-making style (**described in Chapter 14 of our textbook**) of Billy Beane? Why? To which specific behaviors of Billy Beane shown in the movie, is your argument based on? **(10 points)**

Q3. According to the Time-Driven Model of Leadership (**described in Chapter 14 of our textbook**), which decision-making style should Billy Beane have adopted? Why? Explain using the seven factors in the model. Does the decision-making style that Billy Beane had adopted matches with the style that he 'should have' adopted according to the model? **(10 points)**

Q4. In leading the change that you have described in Q1, was the leadership style exercised by Billy Beane transactional or transformational (**described in Chapter 14 of our textbook**)? Why? To which specific behaviors of Billy Beane shown in the movie, is your argument based on?. **(10 points)**

Q5. What would be a similar situation that organizations face in a more generalized business setting? And how can organizations better respond to this situation by applying what you have learned from the movie (with a focus on decision-making and leadership styles of Billy Beane)? **(15 points)**

Important Notes

1. In writing your answers, NEVER copy-and-paste any part of the textbook or any other sources. Write the answers in your own words. If more than seven consecutive words are identical to someone else's writing (including the textbook and any other sources), it will be considered as plagiarism, and you will receive 0 points for this assignment.
2. Suggested length is four pages or less in total. But this is just a "suggestion." You do not need to be bound by this suggestion.

Appendix 1 – Case Study Assignment Example (Continued)

Grading Rubric

Criteria	Grading Standard	Points
Q1 (5 points)	The student has correctly identified the change that the Oakland A's was going through in the movie.	5
	The student has described a change, BUT it is not a change illustrated in the movie.	2.5
	The student has NOT identified a change.	0
Q2 (10 points)	1) The student has identified the decision-making style of Billy Beane. 2) The student has backed up his or her argument with specific behaviors demonstrated by Billy Beane in the movie. 3) The student's argument is based on the learning contents in Chapter 14 of our textbook. 4) The student's argument is logical.	10
	All of the above four conditions are met.	
	1) is met, and TWO of the other conditions are met.	7.5
	1) is met, and ONE of the other conditions is met.	5
	1) is met, but NONE of the other conditions are met.	2.5
	1) is NOT met.	0
Q3 (10 points)	1) The student has identified the decision-making style that Billy Beane should have adopted. 2) The student has utilized the seven factors in the Time-Driven Model of Leadership in identifying the decision-making style that Billy Beane should have adopted. 3) In utilizing the Time-Driven Model of Leadership, the student has backed up his or her argument with specific situations depicted in the movie. 4) The student's argument is logical.	10
	All of the above four conditions are met.	
	1) is met, and TWO of the other conditions are met.	7.5
	1) is met, and ONE of the other conditions is met.	5
	1) is met, but NONE of the other conditions are met.	2.5
	1) is NOT met.	0

Appendix 1 – Case Study Assignment Example (Continued)

Grading Rubric (Continued)

Criteria	Grading Standard	Points
Q4 (10 points)	1) The student has identified a leadership style of Billy Beane. 2) The student has backed up his or her argument with specific behaviors demonstrated by Billy Beane in the movie. 3) The student's argument is based on the learning contents in Chapter 14 of our textbook. 4) The student's argument is logical. All of the above four conditions are met.	10
	1) is met, and TWO of the other conditions are met.	7.5
	1) is met, and ONE of the other conditions is met.	5
	1) is met, but NONE of the other conditions are met.	2.5
	1) is NOT met.	0
Q5 (15 points)	1) The student has presented an idea of how organizations can better respond to a similar situation. 2) The student has based his or her arguments on what has been learned through answering Q2, Q3, and Q4. 3) The ideas presented by the student are logical and meaningful to organizational behavior (or HR) practitioners. All of the above three conditions are met.	15
	1) is met, and ONE of the other conditions is met.	10
	1) is met, but NONE of the other conditions are met.	5
	1) is NOT met.	0

Appendix 2 – Chapter Review Assignment Example

** This is only an example. The finalized assignment may differ.*

Chapter Review Assignment #1: Job Satisfaction (Chapter 4) (20 points)

Distributed: XXX

Due: XXX

Why this assignment?

This assignment is intended to achieve the Learning Objective #5 listed on our Canvas website under 'Modules > Module 2 – Part 1 > Learning Objectives' menu. This assignment also supports the Course Objective 4 listed in our syllabus.

Instruction

1. Read *Chapter 4: Job Satisfaction* in our textbook.

2. Answer the following three questions.

Q1) Is there any evidence that job satisfaction is related to higher level of outcomes that can benefit organizations such as employee performance and commitment? Provide some examples of study results that demonstrate the relationship between job satisfaction and beneficial outcomes (Hint: Carefully read the section '*How important is job satisfaction?*'). Also, indicate on which page(s) of our textbook your examples can be found at. **(5 points)**

Q2) What are some methods that organizations can adopt to increase (or decrease) the level of job satisfaction of their employees? (Hint: Carefully read the section '*Why are some employees more satisfied than others?*'). Try not to focus on things that are too obvious such as increasing the pay level of employees. Also, indicate on which page(s) of our textbook your suggested methods can be found at. **(10 points)**

Q3) Among the methods that you have identified in Q2, which method do you think is the most practical and/or useful in increasing (or decreasing) job satisfaction level of employees in your organization or job? Why? **(5 points)**

Important Notes

1. The main purpose of this assignment is to review the learnings in Chapter 4. Therefore, Chapter 4 of our textbook should be the only source of information in answering the questions in this assignment. Do NOT use any other sources.

2. In answering the questions for this assignment, NEVER copy-and-paste any part of the textbook. Write the answers in your own words. If more than seven consecutive words are identical to someone else's writing (including the textbook and any other sources), it will be considered as plagiarism, and you will receive 0 points for this assignment.

3. Your answer needs to be no more than a paragraph per question (no more than a page in total).

Appendix 2 – Chapter Review Assignment Example (Continued)

Grading Rubric

Question	Grading Standard	Points
Q1 (5 points)	1) The student has provided an example of study results that demonstrate the relationship between job satisfaction and beneficial outcomes.	5
	2) The student has indicated on which page(s) of the textbook his or her example can be found at.	
	Both of the above conditions are met.	
	1) is met, BUT 2) is NOT met.	2.5
	1) is NOT met.	0
Q2 (10 points)	1) The student has identified a method(s) that organizations can adopt to increase (or decrease) the level of job satisfaction of their employees.	10
	2) The student has indicated on which page(s) of our textbook his or her suggested methods can be found at.	
	Both of the above conditions are met.	
	1) is met, BUT 2) is NOT met.	5
	1) is NOT met.	0
Q3 (5 points)	1) The student has identified a method that he or she thinks is the most practical and/or useful.	5
	2) The student has articulated why the method that he or she chose can be the most practical and/or useful.	
	Both of the above conditions are met.	
	1) is met, BUT 2) is NOT met.	2.5
	1) is NOT met.	0