



CLASSROOM: Virtual Class – Online Only
MEETING TIME: See Course Schedule for Assignment Due Dates
NOTE ABOUT TIMES: All times and deadlines are Central Standard Time (CST) Zone (Commerce, TX).

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REQUIRED TEXTBOOK:

BAUERM T., & ERDOGAN, B. (2015). Organizational Behavior, v. 2.0. ISBN:978-1-4533-6590-6 (TAMUC Bookstore); 978-1-4533—7119-0 (Flatworld).

***The TAMUC bookstore costs for this text are: New \$62.50; New rental %59.40; Used rental \$46.90.**

*** This book can be purchased directly from Flat World Knowledge (www1.flatworldknowledge.com) with the following available options:**

Student Formats and Costs:

- **Online access (Required): \$29.95 *** this is acceptable for my class!**
- **Online access (required)+ ebook downloads: \$49.95**
- **Online access (required)+ color textbook \$54.95**
- **Online access(required) +Ebook Downloads+Color Textbook: \$74.95**

*****To order your book, go to: <https://students.flatworldknowledge.com/course/2556082>**

COURSE OVERVIEW : THIS COURSE IS DESIGNED TO PROVIDE AN IN-DEPTH SEMINAR EMPHASIZING THE DEVELOPMENT OF THE SKILLS AND KNOWLEDGE REQUIRED FOR SUCCESSFUL MANAGERIAL PERFORMANCE, AS WELL AS A VARIETY OF RELATED ORGANIZATIONAL BEHAVIOR TOPICS.

COURSE OBJECTIVES:

Upon completion of this course, you should be able to: understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers. Since so much communication in the workplace is “electronic” nowadays, this course will be a good place to practice interacting in a manner appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.
- **Regular and Timely Attendance and Participation:** You are expected to attend each class on campus and arrive in the class on time.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 585 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. However, you **MUST** turn in all written assignments **ON TIME**. You will have until **6:00 PM CST** to submit the work that is listed in the far right, “Work Due” column of the course schedule provided on the fifth page of this syllabus. I do not accept late assignments unless you have a University excused absence. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.
 3. **Please submit assignments in a format that is compatible with Microsoft Office-Windows 7.**
- **Back-ups Are Required:** You are required to back up all your assignments. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class and is the **BEST** way to reach me.
- **Make-up Exams or Late Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse:** There are no make-up assignments for poor performance on a previous assignment.
- **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced via eCollege and e-mail. It is your responsibility to become aware of any such changes.

GRADE COMPONENTS:

Component	Type	Point Value	% Value
Case Assignments (2 @ 100 Points Each)	Individual	200 points	40%
Exams (2 @ 50 Points Each)	Individual	100 points	20%
Database-APA-Article Assignment	Individual	25 points	5%
Topic Assignment (5 @ 35 Points Each)	Individual	175 points	35%

GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

Incomplete - Must be previously agreed upon by student and instructor.

Withdrawal - Must be initiated by the student administratively.

CASE ASSIGNMENTS:

Throughout the semester, you will be required to analyze two cases that will be provided to you or readily accessible via one of the TAMUC Library Databases (ABI-Inform, Business Source Complete, etc.). The case work is worth a total of 200 points (40% of your course grade), so take it seriously. Specific instructions, entitled “Case Instructions”, for the cases will be posted on eCollege, under the “Doc Sharing” tab. The analyses should be submitted to the “Dropbox” designated for that case. The document must be compatible with Microsoft Office. A grading rubric for the case assignments can be found at the end of this syllabus and in the “Case Instructions” document posted in Doc Sharing.

EXAMS:

The midterm and final exams will test your comprehension of the assigned text via multiple-choice questions. The midterm exam will cover the material from the first half of the course and the final exam will cover the material from the second half of the course. These exams can be accessed in eCollege, under the weekly tab in which each exam is assigned. Make sure you are prepared to take the exam before clicking on the start button. These exams will be timed and you may only attempt them once. Each exam is worth 50 points.

DATABASE-APA-ARTICLE ASSIGNMENT:

This assignment will evaluate your skills in using the library databases, APA formatting, and comprehending a quality journal article. The instructions for this assignment will be posted under the “Doc Sharing” tab in eCollege. The assignment is worth 25 points.

TOPIC ASSIGNMENTS:

You will be required to complete five assignments focusing on different topics that we will cover in this course. The five topics you will complete assignments for include: (1) individual behavior; (2) motivation; (3) decision making; (4) leadership; (5) culture. Each assignment is worth 35 points (7% of your course grade), for a total of 175 points (a total of 35% of your course grade). The instructions for each of these assignments will be posted under the “Doc Sharing” tab in eCollege, in a document entitled “Topic Assignment Instructions”.

CLASS ATTENDANCE & PARTICIPATION:

Attendance and participation is critical to gaining the most you possibly can from this course. I check roll each class period.

If you have concerns about the course and would like to speak with me outside of the classroom, please visit with me in my office during my office hours. If these times do not work, please feel free to make an appointment to meet with me at a time that works for your schedule.

WEEK & DATE (TUESDAY)	WORK ASSIGNED: READINGS, ASSIGNMENTS, & EXAMS	WRITTEN WORK DUE: BY 1:00 PM ON THIS DAY
1. FEBRUARY 1 (R)	T: Chapter 1—Organizational Behavior ***Read, Initial, and Submit the Honesty Policy ***Database-APA-Article Assignment Assigned	Honesty Policy Due (in class)
2. FEBRUARY 6 (T)	T: Chapter 2—Managing Demographic and Cultural Diversity	Database-APA-Article Assignment Due (2-6-18)
2. FEBRUARY 8 (R)	T: Chapter 3—Understanding People at Work: Individual Differences and Perception *** Individual Behavior Assignment Assigned	
3.FEBRUARY 13 (T)	T: Chapter 4—Individual Attitudes and Behaviors	Individual Behavior Assignment Due (2-13-18)
3.FEBRUARY 15 (R)	T: Chapter 5—Theories of Motivation ***C: How to Motivate Fred Maiorino? (Case 1 Assignment)	
4.FEBRUARY 20(T)	T: Chapter 6—Designing a Motivating Work Environment	Case 1 Due (2-20-18)
5.FEBRUARY 27 (T)	T: Chapter 7—Managing Stress and Emotions *** Motivation Assignment Assigned	
6. MARCH 6 (T)	T: Chapter 8—Communication ***Midterm Exam Assigned	Motivation Assignment Due (3-6-18)
7. MARCH 20 (T)	T: Chapter 9—Managing Groups and Teams ***Decision Making Assignment Assigned	Midterm Exam Due (3-20-18)
8. March 27 (T)	T: Chapter 10—Conflict and Negotiations	Decision Making Assignment Due (3-27-18)
9. April 3 (T)	T: Chapter 11—Making Decisions ***C Dick Spencer (Case 2 Assignment)	
10. April 10 (T)	T: Chapter 12—Leading People Within Organizations *** Leadership Assignment Assigned	Case 2 Due (4-10-18)
11. April 17(T)	T: Chapter 13—Power and Politics	Leadership Assignment Due (4-17-18)
12. April 24(T)	T: Chapter 14—Organizational Structure and Change *** Culture Assignment Assigned	
13. May 1 (T)	T: Chapter 15—Organizational Culture ***Final Exam Assigned	Culture Assignment Due (5-1-18)

May 7-11

FINALS WEEK

Final Exam Due – (5-8-18)

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **T: ASSIGNED TEXT BOOK FOR THE COURSE**

C: CASE THAT WILL BE PROVIDED

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues and Problems; Depth of Analysis</p> <p>I will consider how detailed your analysis is, how far into depth you go, and whether you address many of the existing and critical issues in the case.</p> <p>Score:</p>	<p>Identifies all of the critical managerial issues. Thoroughly discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments.</p> <p>(27-30)</p>	<p>Identifies most of the critical managerial issues. Discusses, evaluates, and analyzes each managerial issue, providing convincing and supported arguments, but could have gone into more depth.</p> <p>(24-26)</p>	<p>Identifies many of the critical managerial issues. Discusses, evaluates, and analyzes most of the managerial issues, providing convincing and supported arguments, but could have gone into much more depth.</p> <p>(21-23)</p>	<p>Identifies few, if any, critical managerial issues. Fails to discuss, evaluate, and analyze each managerial issue, does not provide convincing or supported arguments, and lacks any significant degree of depth.</p> <p>(20 or Less)</p>
<p>Generates Alternatives and Recommendations; Develops a Plan of Action for Implementing Recommendations</p> <p>Score:</p>	<p>Generates several high-quality alternative solutions; Recommendations are well-argued and based on thorough analysis; Develops a thorough plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a variety of quality suggestions for minimizing them.</p> <p>(27-30)</p>	<p>Generates two or more high-quality alternative solutions; Recommendations are fully supported by the analysis; Develops a plan for implementing the proposed solutions; Discusses potential problems with the implementation and develops a few suggestions for minimizing them.</p> <p>(24-26)</p>	<p>Generates two or more alternative solutions; Recommendations are not fully supported by the analysis; Acknowledges potential problems with implementation, but does not adequately address mitigation; The link between the problem and the action plan is logically consistent.</p> <p>(21-23)</p>	<p>Proposes only one (or no) alternative solution(s); Does not develop an action plan; or it is incomplete, vague, or unrealistic for implementing the proposed solution.</p> <p>(20 or Less)</p>
<p>Literature Review of the Managerial Issues—Reference Support</p> <p>The more reference support you use to support your analysis of issues and recommendations, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why each issue was included. Several of the journal articles used came from top-tier journals.</p> <p>(27-30)</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, issues were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p> <p>(24-26)</p>	<p>Provides an adequate and clear review of the journal literature, but several issues lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(21-23)</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified managerial issue. The few articles that were used came from low-level journals or websites.</p> <p>(20 or Less)</p>
<p>APA Formatting of References</p> <p>Students must cite all references in APA</p>	<p>Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).</p>	<p>Student cited most references properly, formatted in APA Style (a few minor errors).</p>	<p>Student cited many references properly, formatted in APA Style (4 or more minor errors).</p>	<p>Student cited few references properly (4 or more errors with at least 1 being a major error).</p>

format, in-text and on reference page.	errors).			
Score:	(9-10)	(8)	(7)	(6 or Less)
Total Score:	___ out of 100			

Additional Grading Rubrics

Database-APA-Article Assignment

- Students will receive points for being able to locate the assigned article in one of the library databases, for being able to provide the complete citation for the article in proper APA format (10 Points), and for correctly answering the questions regarding the article (15 Points).

Individual Behavior Assignment

- Students will receive points for how thoroughly they discuss the match between their personality and their job and their utilization of articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of Discussion</p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates the personality dimension(s), providing convincing and supported arguments.</p> <p>(18-20)</p>	<p>Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into a bit more depth.</p> <p>(16-17)</p>	<p>Discusses and evaluates the personality dimension(s), providing supported arguments, but could have gone into much more depth.</p> <p>(14-15)</p>	<p>Fails to discuss and evaluate the personality dimension(s), does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p>(0-13)</p>
<p>Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(14-15)</p>	<p>Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.</p> <p>(12-13)</p>	<p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(10-11)</p>	<p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p>(0-9)</p>
Total Score:	___ out of 35			

Motivation Assignment

- Students will receive points for how thoroughly they discuss motivation theory and research and how both relate to motivation in their current or previous job/organization. Their utilization of articles/references to support their discussion will also be assessed. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of Discussion</p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates motivation theory and research, providing convincing and supported arguments.</p> <p>(18-20)</p>	<p>Discusses and evaluates motivation theory and research, providing supported arguments, but could have gone into a bit more depth.</p> <p>(16-17)</p>	<p>Discusses and evaluates motivation theory and research, providing supported arguments, but could have gone into much more depth.</p> <p>(14-15)</p>	<p>Fails to discuss and evaluate valid motivation theory and research, does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p>(0-13)</p>
<p>Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(14-15)</p>	<p>Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.</p> <p>(12-13)</p>	<p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(10-11)</p>	<p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p>(0-9)</p>
<p>Total Score:</p>	<p>___ out of 35</p>			

Decision Making Assignment

- Students will receive points for how thoroughly they discuss the issues related to the decision making scenario that is posed. Their utilization of articles/references to support their discussion will also be assessed. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of Discussion</p> <p>I will consider how detailed your discussion is and how far into depth you go.</p>	<p>Thoroughly discusses and evaluates the issues related to the decision at hand, providing convincing and supported arguments.</p>	<p>Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into a bit more depth.</p>	<p>Discusses and evaluates the issues related to the decision at hand, providing supported arguments, but could have gone into much more depth.</p>	<p>Fails to discuss and evaluate valid issues related to the decision at hand, does not provide convincing or supported arguments, and lacks a significant degree of depth.</p>

Score:	(18-20)	(16-17)	(14-15)	(0-13)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	(14-15)	(12-13)	(10-11)	(0-9)
Total Score:	___ out of 35			

Leadership Assignment

- Students will receive points for how thoroughly they discuss leadership, how leaders influence followers, and how individuals lead across organizational contexts. Their utilization of articles/references to support their discussion will also be assessed. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Depth and Quality of Discussion I will consider how detailed your discussion is and how far into depth you go.	Thoroughly discusses and evaluates leadership, influence, and context, providing convincing and supported arguments.	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into more depth.	Discusses and evaluates leadership, influence, and context, providing supported arguments, but could have gone into much more depth.	Fails to discuss and evaluate leadership, influence, and context, does not provide convincing or supported arguments, and lacks a significant degree of depth.
Score:	(18-20)	(16-17)	(14-15)	(0-13)
Reference Support The more reference support you use, the better. The quality of the journals is also important.	Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.	Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.	Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.	Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.
Score:	(14-15)	(12-13)	(10-11)	(0-9)
Total Score:	___ out of 35			

Culture Assignment

- Students will receive points for how well they capture and communicate the culture of their organization and utilize articles/references to support their discussion. The following rubric will be used to assess and grade your assignment.

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Depth and Quality of Discussion</p> <p>I will consider how detailed your discussion is and how far into depth you go.</p> <p>Score:</p>	<p>Thoroughly discusses and evaluates the culture of the organization, providing convincing and supported arguments.</p> <p>(18-20)</p>	<p>Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into a bit more depth.</p> <p>(16-17)</p>	<p>Discusses and evaluates the culture of the organization, providing supported arguments, but could have gone into much more depth.</p> <p>(14-15)</p>	<p>Fails to discuss and evaluate the culture of the organization, does not provide convincing or supported arguments, and lacks a significant degree of depth.</p> <p>(0-13)</p>
<p>Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p> <p>Score:</p>	<p>Research from multiple journal articles provided strong support for the discussion. Several of the journal articles used came from top-tier journals.</p> <p>(14-15)</p>	<p>Research from journal articles provided support for most of the discussion. More references could have been used and more could have come from top-tier journals.</p> <p>(12-13)</p>	<p>Several parts of the discussion lacked strong support from the research presented in journal articles. Most of the articles came from lower-level journals.</p> <p>(10-11)</p>	<p>Fails to support the knowledge associated with issue at hand. The few articles that were used came from low-level journals or websites.</p> <p>(0-9)</p>
<p>Total Score:</p>	<p>___ out of 35</p>			

Midterm and Final Exams

- Exams consist of multiple choice items/questions. For each question, there is one **BEST** answer. Students will receive 1 point for each question they answer correctly.