

## MGMT 4354 - ORGANIZATIONAL BEHAVIOR THEORY AND APPLICATION FALL 2015

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**SECTION 01:** CLASSES ON WEDNESDAY 7:00 PM – 9:50 PM IN BAYOU 2311

**PROFESSOR:** Dr. Clifton Mayfield  
Associate Professor of Management

**PHONE:** 281-283-3258  
**FAX:** 281-283-3951  
**E-MAIL:** [Mayfield@uhcl.edu](mailto:Mayfield@uhcl.edu)\*

\* Please do not email via Blackboard

**OFFICE:** Suite B3321 rm. 16, Bayou Building

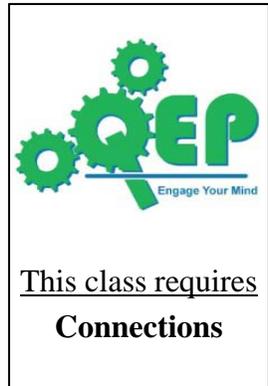
**OFFICE HRS:** Wednesday 9:30 AM – 11:30 AM and almost anytime by appointment

### TEXTBOOKS AND COURSE MATERIALS

Nelson, D.L. & Quick, J.C. (2011) Organizational Behavior: Science, The Real World, And You (8<sup>th</sup> ed.). Mason, OH: Southwestern. (*Available at UHCL Bookstore*)

### APPLIED CRITICAL THINKING STATEMENT

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



### COURSE DESCRIPTION

Organizational Behavior is the study of the actions people take in organizations, the reasons why people act the way they do, and the various potential consequences of their actions. In this course we will identify the foundations of behavior as well as the types of stimuli that modify or change behavior. We seek to better understand the individual characteristics, social forces, and environmental factors that influence behavior in organizations and to apply this understanding successfully within a management context.

## CRITICAL THINKING AND ORGANIZATIONAL BEHAVIOR

Critical thinking facilitates the learning of Organizational Behavior in its emphasis on the clarity and precision of concepts, the relevance and logic of inferences, and the significance and fairness of the consequences of the actions of individuals within organizations. Critical thinking is one of the most important skills for practicing managers as it enhances the manager's ability to recognize the interrelatedness of concepts and events. Further, critical thinking assists in our ability to understand the myriad factors influencing human behavior in organizations. This, in turn, assists the practicing manager in developing and implementing successful, actionable plans.

### STUDENT LEARNING OBJECTIVES (SLO)

By the completion of the course, students will be skilled at:

1. Developing a **clear and precise** understanding of basic behavioral *theories and concepts*
2. Identifying the **relevant and logical** causes for and *consequences* of organizational behavior and the *implications* this behavior has for the individual and the organization.
3. Understanding the various behavioral modification techniques available and their managerial applications.
4. Identifying and *interpreting* the **relevant** individual and organizational information for a given work situation and *inferring* the best and **fairest** course of action to take for maximizing individual and organizational outcomes.
5. Identifying **accurately** the ethical *implications* of a situation and applying the **relevant** ethical frameworks.
6. Being aware of one's own *assumptions* and biases and applying objective critical thinking skills related to management and organizational behavior
7. Developing team based skills through the use of peer assessment and feedback

### COURSE PREREQUISITE

Course Required: MGMT 3301 or equivalent

Technical Skill Required: You should know how to access a Web site when given an address, use the features of your Web browser, download files, attach files to emails, and use word processing software, etc. For specific Blackboard training assistance, access the Support link in the left navigation menu in the course.

### COURSE METHODOLOGY

This course is offered in a fully online format or a face-to-face format. The face-to-face format is web assisted and will still require the use of Blackboard. Students are required to purchase books and review a Blackboard course orientation in the first week of class in order to become familiar with the course format. The Blackboard course orientation includes critical information for succeeding in this course including:

Blackboard Course Orientation

- Introduction
- Syllabus
- Roles and Responsibilities
- Course Tools and Templates

Students must review all the Orientation components during the first week of class.

The course is divided into 13 modules with one module being covered each week. Students are required to complete weekly quizzes, two exams, individual assignments, and team assignments that target the learning objectives for each module. All quizzes and assignments (with the exception of in class assignments in the face-to-face sections) will be administered and submitted online. Exams will be administered face-to-face or online (for online sections). Students will also maintain a personal portfolio of assessments that they will complete over the course of the semester. This portfolio must be submitted to the instructor by 11:59 pm on May 7th, to receive credit. In order to succeed in this course, students must take responsibility to be aware of all due dates and to complete all work on time. Late work will not be accepted, without the express and advance approval of the Professor. Due dates are communicated on this syllabus and/or via your Blackboard course shell. The following list summarizes the graded course activities:

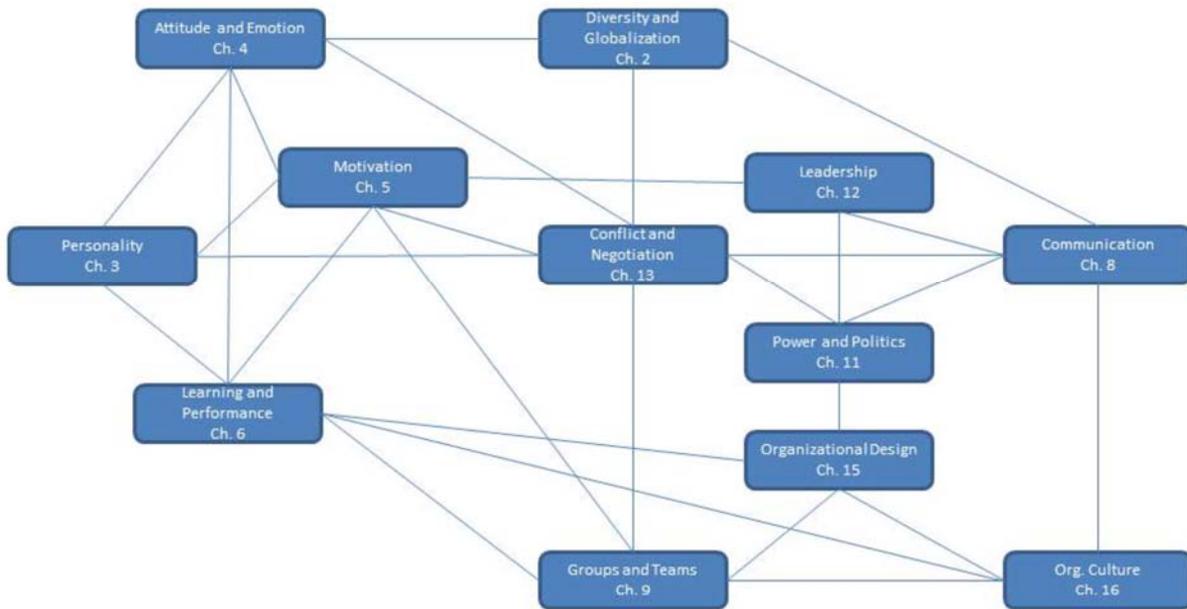
Course Activities

- Module quizzes
- Module film analysis assignments
- Team+ teamwork activities
- Individual Personal Portfolios
- Performance on Team Evaluation
- Midterm and Final Examinations

**CONCEPT CONNECTIONS MAP**

Both the course modules and textbook present organizational behavior as a survey of the research within a given topic area (e.g. perception, motivation, conflict). For the practicing manager, however, these standalone topics must integrate into a tool-kit of managerial actions. The proper application and use of these tools should be guided by the manager's clear and precise understanding of the theories, his or her ability to accurately read the situation given the information at hand, and his or her choice and appropriate use of the relevant tool (skill-set) given the situation.

One way to begin building your managerial toolkit is to identify the associations and connections between chapters and topics. Some topic areas cover overlapping space (e.g. learning and motivation) while others cover topics that are antecedents to other topics (e.g. communication, motivation and power as antecedents to leadership). To this end, it can be useful to visualize how material in the course fits together.



Organizational Behavior 8e.  
Nelson, D.L. and Quick, J.C.  
ISBN-13: 978-1111825867

## HONESTY POLICY

The Academic Honesty Policy at UHCL (found in the University of Houston-Clear Lake Catalog) states:

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior.

Because honesty and integrity are such important factors in the professional community, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL.

The Honesty Code of UHCL states "I will be honest in all my academic activities and will not tolerate dishonesty." As such, all quizzes taken in this course, all individual assignments, and all contributions made to your team assignments are to be of your own effort and yours alone. Sharing quiz answers before the end of the quiz deadline, within or between members of student teams, is considered an Honesty Code violation. **All paper submissions will be put through a plagiarism checker.** Students are **prohibited from using any outside sources** (e.g., online resources, other student papers, free or subscriber internet websites, etc.) on

individual contributions or any assignment. Students are also prohibited from *sharing work products* across teams. On team assignments, the team will be held accountable for plagiarized content in the submitted product, so be sure to check each other's work. Knowledge of any academic dishonesty, without reporting it to the professor, shall also be considered a violation of the student Honesty Code.

## COURSE MODULE OUTLINE

This course is designed to provide students with a variety of interactive formats by which to participate in discussion and demonstrate an understanding of the course material. To this extent, students will be asked to engage in various activities within each course module (i.e., section of course content). These activities can be loosely divided into three phases of learning that will occur each week. At the start of each week, students will have the opportunity to learn individually and demonstrate an understanding of the course content by their performance on the module quiz. This is Phase 1. In Phase 2, students will work as a member of a team on the film analysis that is due for the week. In the last phase, which is ongoing, students will integrate their learning with self-assessments that will be added to their Personal Portfolio for submission at the end of the semester. Because of the nature of the course, students will need to act both independently, as well as cooperatively, in order to complete all course activities. The learning phases that will help guide you through each week's course module are as follows:

<b>Phase 1 – Individual Acquisition and Inquiry</b>	
<i>Activity</i>	<i>Steps</i>
Orientation	1. Student reviews module requirements and assignments
Acquisition	2. Student reads module assignment 3. Student reviews relevant links and resources 4. Student reviews PowerPoint and Lecture Notes 5. Student reviews assigned film clips
Assessment	6. Student takes module quiz and submits results

<b>Phase 2 – Team Synthesis and Integration</b>	
<i>Activity</i>	<i>Steps</i>
Orientation/ Organization	1. Team elects weekly Module Coordinator/Leader (rotationally) 2. Team reviews assigned film 3. Individual team members make needed inquiries and solicits clarification from instructor during office hours
Acquisition & Synthesis	4. Individual team members post responses for film analysis 5. Team coordinator establishes draft of film analysis assignment/presentation and posts to team discussion board 6. Individual team members provide feedback on film analysis assignment/presentation to coordinator 7. Team coordinator synthesizes feedback and submits finalized film analysis assignment/presentation
Assessment & Feedback	8. Instructor evaluates film analysis assignment/presentation and provides feedback

<b>Phase 3 – Individual Application and Integration</b>	
<i>Activity</i>	<i>Steps</i>
Orientation	1. Student reviews personal portfolio template
Application	2. Student completes assessment exercises as assigned
Interpretation	3. Student integrates components into life/career summary and plan
Assessment Feedback	4. Instructor reviews personal portfolio, evaluates, and provides feedback

**ASSESSMENT/GRADING**

<b>Individually Based Activities</b>		
➤ Completion of all weekly module quizzes: Allowed 2 attempts with best attempt used for the module quiz grade. Each module quiz will be comprised of approximately 10-20 multiple choice drawing from textbook.		5%
➤ Midterm Exam: This exam will cover all content from the beginning of the semester to the mid-point. The exam will consists of multiple choice and open-ended questions*.		15%
➤ Final Exam: This exam will cover all content from the mid-point of the semester to the end. The exam will consists of multiple choice and open-ended questions*.		15%
➤ Team Evaluation: Aggregated individual ratings of each team member's contributions to team output and effectiveness on the basis of established criteria		10%
➤ Personal Portfolio: Assessment of personal traits, style, and preferences and application/diagnosis of concepts to personal experience		10%
➤ Participation and Contribution: Participation and contribution is an integral part of an upper level undergraduate course. It is expected that students will read all materials assigned and actively participate in all class and online discussions and all assignments*.		10%
<b>Team Based Activities</b>		
➤ Team Film Analyses: Completion of all team analyses for assigned films (from Nelson and Quick textbook's end-of-chapter BizFlix) using concepts from readings and/or lectures. Team members who do not fully contribute to a team assignment will receive a grade of zero for that assignment. (Refer to Team Film Analyses section of syllabus for more information.)		30%
➤ Team+ Teamwork Activities: Activities intended to enhance team productivity and performance.		5%
<i>*Applied Critical Thinking Assessments</i>		100%

**Overall Course Grading**

93-100	A	77-79	C+
90-91	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	60-69	D
80-82	B-	Below 60	F

*Note: For the course components with critical thinking elements, A = excellent, A- to B- = good, and C+ or below is insufficient.*

**WEEKLY QUIZ**

To encourage students to keep up with the readings and be actively engaged in their teams, there will be weekly quizzes given in this course. Each quiz will consist of 10 – 20 questions that check for comprehension of the reading assignments for that week. You are allowed two attempts at each quiz and the highest score of the two will count toward your grade. The cumulative average of your quizzes will count toward 5% of your course grade. Since quizzes are available for several days at a time, there are no make-ups without a verifiable medical emergency or express permission from the instructor in advance. You are permitted to use any resources that are available to you for the weekly quizzes. Keep in mind that students that study the reading material and understand the concepts (not just the answers) perform significantly better on the examinations.

**MID-TERM EXAMINATION (SLO #1, #2, #4)**

The mid-term examination will test on the material covered in the first half of this course and will be administered as indicated on the schedule. The date and time for the exam can be found on the Weekly Schedule—the last page of this syllabus. The examination will consist of approximately 100 - 120 multiple-choice items and select open-ended question(s) and will be scheduled for two hours. The open-ended questions will be used for applied critical thinking assessment. The score on the mid-term exam will count toward 15% of your course grade. You will need your student ID, a #2 pencil, and a scantron sheet, available for purchase in the UHCL bookstore.

**FINAL EXAMINATION (SLO #1, #3, #4 AND #5)**

The final examination will test on the material covered in the second half of this course and will be administered as indicated on the schedule. The date and time for the exam can be found on the Weekly Schedule—the last page of this syllabus. The examination will consist of approximately 80 - 100 multiple-choice items and you will be permitted 2 hours to complete it. The open-ended questions will be used for applied critical thinking assessment. The score on the final exam will count toward 15% of your course grade. You will need your student ID, a #2 pencil, and a scantron sheet, available for purchase in the UHCL bookstore.

## TEAM FORMATION AND CONDUCT

Teams will be formed on the first day of class. All students will be randomly assigned to a team. Team discussion areas will be created to facilitate exchange of work immediately following orientation. All team-based communication for the course must take place within your team discussion area or on the Team+ website. If your team utilizes face-to-face meetings or chat sessions, a summary of the meeting/session with a list of attendees and key points should be posted promptly to your team discussion board. Each participating member's individual contribution must be clearly made evident. Collaborations on team-based activities (i.e., film analyses) with anyone outside of your assigned team or the use of outside sources (other than those that are assigned by the professor) are expressly prohibited.

It is critical to establish clear expectations with your teammates, and to communicate clearly and regularly. It will be your responsibility to make initial contact with your team within 48 hours of team formation. Since you will be dependent upon your teammates for part of your grade, it is of the utmost importance to develop and maintain a good working relationship. This includes maintaining continuous and ongoing contact throughout the semester. If a teammate has previously been notified by other team members about concerns involving work productivity (quality, timelines, etc.), a team member may be removed from a team. This requires consultation and consent of the instructor. Please see course orientation for details concerning course policies and procedures.

## TEAM+ ACTIVITIES (SLO #6)

Teamwork is an important skill to develop as your ability to work efficiently and effectively with others will significantly impact your success in this course as well as in business. Throughout the semester, you and your teammates will be asked to perform certain developmental exercises designed to enhance the effectiveness of your team. You will complete these teamwork development exercises on the Team+ management system website, [www.teamplus.education](http://www.teamplus.education). **You must register at [www.teamplus.education](http://www.teamplus.education) after your team has been assigned and before August 30.** Be sure to read the overview of the Team+ management system provided in the Orientation are in Blackboard. Further instructions for how to complete the teamwork development activities are provided within the Team+ website and you will receive email notifications when each activity is available. **Make sure to complete the activities when they are due as there will be no opportunity for make ups!** Completion of all the activities on the Team+ journey will comprise 5% of your grade.

## TEAM+ EVALUATION (SLO #7)

Twice during the semester, toward the middle and at the end, each student will be required to provide feedback ratings on every team member in terms of their individual contribution to team output and effectiveness. You will receive an email with instructions from Team+ when the time for each assessment period approaches. All team members are encouraged to keep a log across team assignments to aid in the completion of these peer assessments. This log can also be used to provide periodic feedback to constructively assist team members throughout the semester. Your individual peer ratings at the end of the semester will count

toward 10% of your course grade. The first of these assessments will be for the purposes of team member feedback and not factor into your team evaluation grade.

### **LATE WORK NOTICE**

Late work will not be accepted (without express prior permission from the instructor or a documented medical emergency).

### **COURSE COMMUNICATIONS AND INTERACTIONS**

All communications and interactions (e.g., email, online discussions, chats, etc.) with your professor and peers must be professional in order to maintain a positive learning experience. Any communication or interaction deemed inappropriate will be identified and communicated to the student that has committed the violation. If an infraction should occur, then your instructor will take the appropriate action(s) to maintain a positive learning experience within this course. This action(s) could result in your overall average being lowered by a full letter grade and/or being dismissed from the course. Not performing the course work as instructed and participating in the course as instructed will result in an F as a final grade.

### **BLACKBOARD SUPPORT**

Blackboard is a web-based learning environment through which the instructor and students may interact. All students are required to use Blackboard for all course activities, including taking knowledge checks, submitting assignments, retrieving lecture slides, checking on grades, receiving messages from the professor, and communicating with one another. The Blackboard login page is <http://courses.uhcl.edu:8900> (**Login to BB**). Students who have trouble logging in should contact Student Course Support right away at 281-283-2828.

### **SCHEDULE AND TIMETABLE**

It is solely the responsibility of the student to be aware of due dates. In addition to the syllabus, please check the announcements and calendar on Blackboard weekly to maintain awareness of due dates for module quizzes and assignments. The course schedule is subject to change in the event of unforeseen environmental or technological circumstances.

### **INCOMPLETES**

Only in the event of a documented medical emergency will an extension be granted.

### **DROP DATE**

The last day to withdraw from this course is November 9, 2015. Withdrawal from courses may result in loss of tuition and or other fees as determined by the University.

Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit [www.uhcl.edu/records](http://www.uhcl.edu/records) for more information on the 6 drop rule and the census date information for the semester/session.

### **DISABILITY POLICY**

If you will require special academic accommodations under the Americans with Disability Act, Section 504, or other state or federal law, please contact the Disability Services Office, (281) 283-2626, at the start of the semester.

### **ROLES AND RESPONSIBILITIES**

All students are expected to read, review, and adhere to their individual and team roles and responsibilities outlined in the Orientation on the course homepage.

### **EDUCATIONAL ASSESSMENT**

The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about student characteristics, educational environments, and learning outcomes to improve program effectiveness. This assessment will be related to the learning objectives for each course and individual student performance will be disaggregated relative to these objectives. This disaggregated analysis will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum, and students' performance.

### **STUDENT LIFE POLICIES**

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentervices> and selecting "Student Life Policies."

**DATES FOR COURSE MODULES AND READINGS**

**Module/Date**

**Readings**

*Orientation – Complete by August 26*

- Introductions
- Blackboard Orientation
- Review of Syllabus (*In Class*)

Log on Course Website  
Purchase Course Materials

*Week 1 – August 26-September 1*

Module 1: Organizational Behavior and Management Challenges

Chapters 1, 2

Organizational Behavior

- Human Behavior in Organizations
- Organizational Context
- Organizational Challenges as opportunities

Management Challenges

- Global Village
- Diverse Workforce
- Ethics, Character, and Integrity
- Justice Theory

*Week 2 – September 2-8*

Module 2: Personality, Perception, and Attribution

Chapter 3

Personality

- Person-Environment Fit and Models
- Personality Development
- Values and Value Development
- Machiavellianism
- Focus of Control
- Self Monitoring
- Self Efficacy
- Self Esteem
- Social Skills
- Negative Affectivity
- Big Five Factors

Perceptual Processes

- Etiology of Perceptual Events
- Individual Perceptions
- Perceptual Distortions

Social Perceptual Processes

- Models of Attribution
- Effects and Errors in Attribution & Social Judgment
- Implicit Theories and Stereotyping
- Social Perception and Interview and Performance

**Module/Date**

**Readings**

*Week 3 – September 9-15*

Module 3: Attitudes, Values, and Ethics

Chapter 4

Attitude Formation

- Job Satisfaction
- Organizational Commitment
- Models of Attitudinal Change
- Trust

Social Responsibility Perspectives

- Social Responsibility
- Ethics and Managerial Behavior
- Diversity

Personal Values

- Moral Reasoning
- Ethical Decision Making
- Machiavellianism
- Locus of Control

*Week 4 – September 16-22*

Module 4: Motivation and Performance

Chapter 5, 14 (pp. 519-527)

Theories of Motivation

- Content & Process Theories
- Intrinsic and Extrinsic Views
- Justice Theories

Motivational Techniques

- Reward Systems
- Goal Setting
- Employee Empowerment
- Social Exchange Theory

Job Design

- Job Characteristics Theory
- Job Enlargement, Rotation, & Enrichment

*Week 5 – September 23-29*

Module 5: Individual Learning and Performance

Chapter 6

Individual Learning

- Learning Styles
- Types of Human Learning
- Schedules of Reinforcement
- Implementing Behavior Modification in Industry
- Use of Punishment/Discipline

Performance Management and Goal Setting

- Performance Measures
- Setting Goals
- Monitoring Performance and Managing Expectations

**Module/Date**

**Readings**

*Week 6 – September 30-October 6*

Module 6: Stress and Well Being

Chapter 7

Personality Issues and Effects

- Type A Behavior
- Causes of Stress
- Stress Approaches and Health Effects
- Hardiness

Organizational Sources of Stress

- Task and Work Design
- Culture
- Role Demands

Preventing Stress Effects

- Individual Programs
- Organizational Programs

*Week 7 – October 7-13*

Module 7: Communication

Chapter 8

Communications

- Sources of Communication
- Channels of Communication
- Informal Methods of Communication
- Barriers to Effective Communication
- Facilitating Effective Communications
- Communications and Technology

Nonverbal Communication

- Proxemics
- Cultural Influences
- Decoding Non-Verbal Clues

Interpersonal Communication

- Communication Skills
- Defensive Communication
- Increasing Effectiveness

***October 14 – MIDTERM EXAMINATION***

**Module/Date**

**Readings & Exercises**

*Week 8 – October 21-27*

Module 8: Work Teams/Groups and Decision Making

Chapters 9,10

Group Behavior

- Group Formation
- Types of Groups
- Roles and Status
- Norms
- Cohesiveness
- Social Facilitation and Loafing

Team Development and Building

- Stages of Development
- Team Processes
- Group Decision Making
- Team Effectiveness

Decision Making

- Decision Making Models
- Decision Making Practice
- Types of Decisions
- Group Decision Alternatives and Techniques

Problem Solving

- Creativity
- Problem Solving Techniques
- Problem Solving Methods

*Week 9 – October 28-November 3*

Module 9: Power, Politics, and Influence

Chapter 11

Power

- Types of Power
- Models of Power/Influence
- Symbols of Power
- Sources of Power
- Positive and Negative Power

Politics

- Organizational as Political Systems
- Political Potential
- Political Tactics

Political Behavior

- Influence
- Tactics
- Influence and Political Games

**Module/Date**

**Readings**

*Week 10 – November 4-10*

Module 10: Leadership and Followership

Chapter 12

Leadership

- Leadership Perspectives and Skills
- Contingency and Situational Theory
- Substitutes for Leadership

Emerging Issues in Leadership

- Transformational Model
- Charismatic Leadership
- Empowerment Perspectives
- Emotional Intelligence
- Followership

*Week 11 – November 11-17*

Module 11: Conflict and Negotiating

Chapter 13

Conflict

- Forms of Conflict
- Causes and Effects of Conflict
- Conflict Resolution
- Negotiation Strategies
- Conflict Management Styles

Negotiations

- Negotiation Strategies
  - Negotiation Styles
  - Intra and Interpersonal Negotiation and Resolution
- Methods

*Week 12 – November 18-24*

Module 12: Organizational Culture & Design

Chapter 16, 15 (pp. 557-572)

Components of Culture

- Components of Organizational Culture
- Role of Leader/Founder
- Organizational Culture and Socialization

Assessing Organizational Culture

- Diagnostic Models
- Diagnostic Procedures

Culture Changes and Transformation

- Norms, Rules, Reward Systems
- Role of Leaders and Followers
- Adaptive and Flexible Cultures

Organizational Design & Structure

- Basic Design Dimensions
- Structural Configurations
- Contextual Variables

**Module/Date**

**Readings**

***November 25-28 - THANKSGIVING HOLIDAY***

*Week 13 – December 2-8*

Module 13: Organizational Development/Organizational  
Change and Career Management

Chapters 17, 18

Organizational Development/Organizational Change

- Requirements for Planned Change
- Resistance to Change and Readiness
- Models for Planned Change
- Targets for Change
- Techniques Used to Produce Change
- Contemporary Change Management
- Change Dynamics

Career Management

- Career Stages
- Contemporary Careers
- Organizations and Careers

***Dec 9 - FINAL EXAMINATION (during regular class time)***

### TEAM FILM ANALYSES (SLO #2, #3)

Each week (starting with Module 4), your team will be asked to develop and submit a written film analysis or provide a presentation. Each film clip is available in the Blackboard module. Each analysis will consist of two parts, one that involves concept application and one that involves altering the scene. **All film analyses must follow the format as specified in the Film Analysis Template found in the Orientation section. Presentations must be no more than 12 minutes.** Grading criteria for the film analyses can be found in the Orientation section. See the weekly schedule (last page of this syllabus) for a list of the team film analyses assignments and deadlines.

#### PART I

For part 1, each team member will be asked to identify and apply 5 relevant concepts from the textbook that you see illustrated in the film and post these to the appropriate group discussion forum. See the thread titled “Concept Application – Part I” on your team discussion board in your first film analysis forum for more details. From all of your individual team members’ postings, decide as a team on your top 10 concepts/applications and include these in part 1 of the film analysis template. In your observations be very specific (e.g., cite examples) and make sure to apply each concept correctly and precisely. Warning: Do not look at the forum in advance and copy another team members’ postings in any shape or form. Doing so will result in a grade penalty and further charges for academic dishonesty (See Honesty Policy). Having the same concepts listed as another student will happen by chance, but your observations and specific application must be original and of your own. Some (but not all) of the concepts are listed in the Key Terms section at the end of each Nelson and Quick chapter.

#### PART II

For part 2, as a team think about the scene and the concepts from the readings and then alter the scene for greater positive impact using one or more key concepts. For example, in some film clips a character might have been able to do or say something differently to be more effective based on things that you learned in the chapter. Change what the character says or does and describe it in detail (you may include actual scripted dialogue) and then explain, using your collective understanding of the concept(s), why this course of action is more effective. Your explanation must demonstrate a comprehensive understanding of the concept(s) that you use to justify your scene alteration. All team members are required to post a discussion thread with some substantive input for scene alteration. **Be sure to boldface all concepts or terms from the chapter** that you include in your explanation.

*Note:* Please submit the above work in MS Word or MS PowerPoint if assigned to present. Submit this work in Blackboard by due date. (Assignments will be graded within 1 week of due date.)

**PERSONAL PORTFOLIO (SLO #1, #6)**

The personal portfolio is designed to assist students in integrating and applying the course material to their personal work life and career plans. Use the template provided in the Blackboard Orientation area. This portfolio will provide an opportunity to engage in numerous self-assessment and reflective exercises designed to generate valuable insights relative to your personal experience and career aspirations.

*Note: All portfolio work is to be completed in the “My Personal Portfolio” Template, which can be found under your Blackboard Orientation section.*

Suggested Assessment Schedule for Personal Portfolio

<b>Module</b>	<b>Surveys/Assessments</b>	<b>Recommended Completion Date</b>
Module 2	<ul style="list-style-type: none"> <li>• MBTI Typology</li> <li>• Big 5 Personality Test</li> <li>• Emotional Intelligence (EI)</li> </ul>	Sep. 8
Module 3	<ul style="list-style-type: none"> <li>• Protestant Ethic</li> <li>• Job Satisfaction</li> </ul>	Sep.15
Module 4	<ul style="list-style-type: none"> <li>• Goal Setting Environment</li> </ul>	Sep. 22
Module 5	<ul style="list-style-type: none"> <li>• Learning Style Inventory</li> </ul>	Sep. 29
Module 6	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Self-Reliance</li> </ul>	Oct. 6
Module 7	<ul style="list-style-type: none"> <li>• Verbal Incivilities</li> </ul>	Oct.13
Module 8	<ul style="list-style-type: none"> <li>• Brain Dominance</li> </ul>	Oct.27
Module 10	<ul style="list-style-type: none"> <li>• Leadership Potential</li> <li>• Leadership and Influence Style</li> </ul>	Nov. 10
Module 11	<ul style="list-style-type: none"> <li>• Conflict Handling Style</li> </ul>	Nov. 17
Module 12	<ul style="list-style-type: none"> <li>• Empowering Environment</li> <li>• Organizational Culture and Ethics</li> </ul>	Nov. 24
Module 13	<ul style="list-style-type: none"> <li>• Flexibility at Work</li> <li>• Tolerance for Ambiguity</li> </ul>	Dec. 9

Due date for Personal Portfolio is Dec 9<sup>th</sup> at 11:59 p.m. Late work will not be accepted.

**Note:** Students are strongly advised to complete the assessments on or before the recommended date. Otherwise the volume of work, as well as technical difficulties could prevent submission, thus jeopardizing 10% of total grade. Portfolios that are not completed (all parts) will not be graded.

## MGMT 4354 Weekly Schedule

Week <sup>1</sup>	Readings	Quiz <sup>1</sup>	Team Film Analyses/ Assignments <sup>1</sup>	Team+ Activities <sup>1</sup>
0: Aug 26	Blackboard course orientation			
1: Aug 26-Sep 1	Chapters 1, 2	Module 1 Quiz		Register with Team+ ( <b>Aug 27- 30</b> ) Statement of Understanding ( <b>Aug 31-Sep 2</b> )
2: Sep 2-8	Chapter 3	Module 2 Quiz	Because I Said So (p. 116)	Team Identity ( <b>Sep 3 - 9</b> )
3: Sep 9-15	Chapter 4	Module 3 Quiz	The Emperor's Club (p. 156)	Rules ( <b>Sep 10 - 16</b> )
4: Sep 16-22	Chapter 5, 14 (pp. 519-527)	Module 4 Quiz	Friday Night Lights I (p. 190)	Roles ( <b>Sep 17 - 23</b> )
5: Sep 23-29	Chapter 6	Module 5 Quiz	Take the Lead (p. 230)	
6: Sep 30-Oct 6	Chapter 7	Module 6 Quiz	The Upside Of Anger (p. 268)	
7: Oct 7-13	Chapter 8	Module 7 Quiz	Friday Night Lights II (p. 310)	Team KSS Analysis ( <b>Oct 8 – 21</b> )
<b><i>MIDTERM EXAM – October 14 7:00 pm</i></b>				
8: Oct 21-27	Chapters 9, 10	Module 8 Quiz	Bouncing off the Walls (see Blackboard)	Mid-Semester Team Development Survey ( <b>Oct 22 - 28</b> )
9: Oct 28-Nov 3	Chapter 11	Module 9 Quiz	Flash Of Genius (p. 426)	
10: Nov 4-10	Chapter 12	Module 10 Quiz	Doomsday (p. 464)	
11: Nov 11-17	Chapter 13	Module 11 Quiz	Roscoe Jenkins (p. 506)	
12: Nov 18-24	Chapter 16, 15 (pp. 557-572)	Module 12 Quiz	Charlie Wilson's War (p. 620)	
<b><i>THANKSGIVING HOLIDAY – November 25-28</i></b>				
13: Dec 2-8	Chapters 17, 18	Module 13 Quiz	Personal Portfolio ( <b>Due Dec 9</b> )	Team Evaluation ( <b>Dec 2 - 9</b> )
<b><i>FINAL EXAM – Dec 9 7:00 pm</i></b>				
Final exam covering all concepts since the mid-term exam. The exam will be administered in our regularly scheduled classroom.				

<sup>1</sup>Note that our week in this course starts on Wednesday and ends on Tuesday. All quizzes, team film analyses, assignments and Team+ activities are due on the last day of each week (Tuesday) unless specified otherwise.