I. Locator Information:
Instructor: Dr. Christopher G. Torrance
Course # and Name: MGMT 420-01
Semester Credit Hours: 3 credit hours
Day and Time Class Meets: MWF 11:00-11:50 PM
Total Contact Hours for Class: 40 hours
Office Location: SBE 352
Office Phone: 910-672-2373
Email address: cgtorrance@gmail.com

Mission Statement: The School of Business and Economics is dedicated to providing quality business education to a diverse student population. The school prepares students to meet the challenges of a changing environment and to compete in a global market. This is accomplished by supplementing the University’s strong teaching emphasis with research and a curriculum that reflects changing market conditions. The school also assists in regional economic transformation by promoting entrepreneurial and economic education.

II. Course Description:
The study of human behavior at the individual, group and organizational level including discussion and case studies related to motivation, perception, job design, group behavior, communication, interpersonal conflict, ethics, performance, motivation, and leadership.

Prerequisite for this course is the successful completion of the following course: MGMT 311

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking — is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
**Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.


**VI. Student Learning Outcomes**

Upon completion of course, students will be able to:

1. Understand the concepts and theories of organization behavior.  
2. Develop a greater appreciation of group dynamics and how teams are formed, managed, and developed to be more effective.  
3. Identify the differences among individuals in terms of personality, attitudes, beliefs and abilities, as well as gain an appreciation for these differences.  
4. Understand and be effective in interpersonal communications and in using communication channels within organizations.  
5. Identify and explain the various leadership models and how they impact organization performance.

**VII. Course Requirements and Evaluation Criteria**

A. **Evaluation & Grading:** Grades will reflect your ability to demonstrate and apply organizational behavior concepts and apply critical thinking skills. This includes an understanding of the organization behavior theories, the ability to apply concepts to hypothetical situations and real-world examples, and the ability to clearly explain your reasoning using information learned in the class in written and oral reports.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 at 100 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Debate Boards</td>
<td>40</td>
</tr>
<tr>
<td>Video Assessments</td>
<td>40</td>
</tr>
<tr>
<td>Manager’s Interview Project</td>
<td>50</td>
</tr>
<tr>
<td>Myers-Briggs Personality Assessment</td>
<td>15</td>
</tr>
<tr>
<td>Flipped Classroom Assignments, Activities &amp; Pre-Class Assignments</td>
<td>200</td>
</tr>
<tr>
<td>LK Film Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>810-900</td>
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<tr>
<td>B</td>
<td>720-809</td>
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<tr>
<td>C</td>
<td>630-719</td>
</tr>
<tr>
<td>D</td>
<td>540-629</td>
</tr>
<tr>
<td>F</td>
<td>539-0</td>
</tr>
</tbody>
</table>

B. **Attendance:** Attendance during scheduled class times is, of course, mandatory. Students are expected to arrive promptly and be in class for the full time period. Absenteeism, tardiness, leaving early, stepping away for part of the class discussion has a negative impact on the attendance portion of the grade. Poor attendance will negatively affect your class participation grade. Excessive absences (more than five) will result in zero (0) class participation points. Students who have major personal or work related issues that affect attendance are urged to withdraw from the class and take the class at a more convenient time.

C. **Communication:** Email is the preferred method of communication. Please include MGMT 420 in the subject line of your email. Canvas will be used for class announcements.

D. **Knowledgeable Contribution:** Knowledgeable contribution to class discussion requires extensive preparation for each class: assignments have been read, material has been studied, and you have prepared discussion notes. During class discussions, expect the professor to call on students randomly. Please do not interrupt a student who is responding or struggling to respond to a question. Such interruptions (even if your comment is brilliant) will have a negative impact on your grade. A student’s ability to respond clearly and defend his/her views with logical thinking based on management and/or organizational behavior concepts will determine this part of the grade.

Students frequently ask if their opinions are of value in class discussions. Opinions that have a clear and logical foundation in management concepts are valued. Merely voicing your wandering thoughts is not helpful to the class.

Grading for attendance and knowledgeable contribution to class discussions:
- superior = always prompt, always very well prepared; contributes good analytical insights
- high = rarely late or absent; well prepared at least 80% of the time; some good insights
- acceptable = rarely late or absent; well prepared 70% of the time; offers factual evidence
- unacceptable = late more than 4 times, or unprepared 4 times.

E. **Class Courtesy:** No cellphones! Do not make or accept any calls during class. Turn your cellphone OFF during class. Text messaging during class is not permitted.

Cellphones that ring during class and calls made during class will have an immediate and major negative impact on the grade. The first cell phone use will affect only the attendance/contribution portion of the grade, subsequent phone use will reduce the final course grade by 3% for each occurrence.

Cellphones, pagers, calculators, electronic translators or any other electronic device may not be held, viewed, or handled during an exam. Checking (i.e., looking at) the screen on your cellphone, pager, or other electronic device during an exam will be viewed as scholastic dishonesty.

**Computers & Smartphones:** Laptops, netbooks, iPads, smartphones or other electronic devices are NOT permitted in class.
F. **Exams:** No notes or books are permitted at the exams. Exams will cover text and lecture. Exams may be entirely or a combination of multiple choice, true/false, short answer and essay. The final exam will be cumulative.

G. **Make-up Exams or assignments:** Make-up exams and assignments will only be offered for involuntary and documented absence on the scheduled day to students who are consistently prepared for class and who are earning passing grades on other course-work. Please contact the FSU Center for Personal Development for verification of excused absence. Make-up exams may differ in format from the regularly scheduled exam and may be entirely or partially (some combination): written (essay), oral, multiple choice, etc. (at the discretion of the instructor.) ALL make-up exams must be taken as soon as possible (generally within one week of the originally scheduled exam) and scheduled *at the convenience of the instructor during regular daytime hours.*

H. **Flipped Classroom Activities, Assignments, and Pre-class assignments:** This class will employ a “semi-flipped classroom” approach to learning in the latter 75% of the semester. Flipped classrooms is defined by Cornell University (2017) as: “a response to the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more student-centered learning strategies, such as active learning, discussions, problem-based learning, and other forms of group work and peer instruction. Content delivery is moved outside of the classroom, for example, through videos, or pre-class readings”.

This approach is very engaging and help students actually implement the information learned in a practical way. This demand that the student must be diligent about reading and completing all pre-class assignments and being prepared. If the student is not properly prepared for the flipped classroom activities and assignments, they will not be able to participate. Preparation will be assessed by the completion of assessments, assignments, quizzes, or other pre-class requirements prior to the flipped classroom day. No late assignments will be accepted without approved, official excuse. Assignments may include activities such as exploring the Web, exercises, cases, video analyses and other types of activities. Some assignments will only be submitted through Canvas and some will be submitted through both Canvas and in class. I will not accept unstapled, wrinkled, or any other inappropriately submitted documents. You would not submit these types of documents to your manager at work, why would you consider submitting it to your manager (professor) of your class?

I. **Discussion/Debate Boards:** There will be multiple discussion/debate boards. Each discussion/debate board has a set of instructions and you must post a detailed original response and respond to at least three other students’ posts within the allocated timeframe. Please see Canvas for more details.

J. **Assignments:** There will be a number of in-class and homework assignments assigned in the class. Please adhere to the instructions for each assignment and turn in by the assigned date and time.

K. **Grading Criteria for Written Work:** Factors that contribute to (or detract from) the quality of a paper include: clarity (don't hedge, state your point clearly), provide appropriate facts from the case), precision (don't *ramble just to fill paper*), logical consistency, thoroughness, application of concepts from class, grammar, spelling, and format (appropriate headings & subheadings). Papers that do not fit the precise assignment will receive no credit and cannot be rewritten or resubmitted.

A. **SUPERIOR:** Your work is exceptional, impressive, accurate, and logical; it has all required sections. *Your work is far above and beyond basic requirements.* It demonstrates understanding of organizational behavior concepts. Factual evidence is reliable and has appropriate references. There are NO grammatical or spelling errors. You would be extremely proud to show your paper to a prospective employer.

B. **VERY GOOD:** You have a well-written logical paper that includes all required sections and *definitely exceeds the minimum requirements* for the assignment. This work has minimal and minor spelling or grammatical errors. Your work demonstrates a good understanding of organizational behavior concepts; you have carefully researched the issues and can provide reliable data, with appropriate references. You may have erred on one or two very minor elements.

C. **SATISFACTORY:** Your analysis has some logical elements, but includes some leaps (some statements lack adequate rational evidence); you can demonstrate a basic understanding of some organizational behavior concepts. The *paper meets basic requirements* for the assignment. (Or, you work is high "B" quality, but the spelling and/or grammatical errors have lowered the grade)

D. **POOR:** You have difficulty using organizational behavior concepts and terms appropriately; the work indicates poor knowledge of text, lecture, or case material. Support for your views may be inadequate,
missing or unreliable, or the work has an abundance of spelling and/or grammatical errors. (This is the highest possible grade for careless proofreading).

F The paper demonstrates a lack of knowledge of organizational behavior concepts with problems such as omitted sections, unreliable data, missing references, logical inconsistencies or the research is poor or inadequate. An F is also the grade for (1) late assignments or (2) carelessly written papers, or (3) papers that are not directly relevant to the assignment; or (4) papers that do not reflect upperclassman level work in a major U.S. University. Papers that have any phrases and/or sentences that are the same wording as found in a case, a textbook, the internet (or any other source) but lack the citation AND quotation marks will receive ZERO credit.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VIII. Academic Support Resources – The Writing Center is located in Room 001B in the Helen T. Chick building. The Writing Center is an essential component in the team effort to build writing skills and provides a number of services. They offer individual writing conferences in which they provide a safe and comfortable writing community where students can get feedback on their work and learn strategies for getting started, developing ideas, clarifying, proofreading, and documenting sources. They also have a variety of resources for students to use independently: workbooks, handouts and style manuals.

IX. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Assignment – Check Canvas for Assignment due dates</th>
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</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Course Introduction &amp; Discussion of Syllabus</td>
</tr>
<tr>
<td>1/20</td>
<td>Chapter 1</td>
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<tr>
<td>1/23</td>
<td>Chapter 1</td>
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<td>1/25</td>
<td>Chapter 2</td>
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<td>1/27</td>
<td>Chapter 2</td>
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<td>1/30</td>
<td>Chapter 3</td>
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<td>Chapter 3</td>
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<tr>
<td>2/3</td>
<td>Chapter 3 cont. and Exam Review</td>
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<tr>
<td>2/6</td>
<td>Exam #1 (Ch. 1-3)</td>
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<tr>
<td>2/8</td>
<td>Chapter 4 Flipped</td>
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<tr>
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<td>Chapter 4</td>
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<td>2/13</td>
<td>Chapter 5 Flipped</td>
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<td>Chapter 5</td>
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<td>2/17</td>
<td>Chapter 6</td>
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<td>Chapter 6 cont. – Chapter 7 Flipped</td>
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<td>2/22</td>
<td>Chapter 7</td>
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<td>Section Wrap-up</td>
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<td>Exam 2 (Ch. 4-7)</td>
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<td>Chapter 8</td>
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<td>Chapter 9</td>
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<td>3/10</td>
<td>Flipped Activities/TBA</td>
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<td>3/13-3/17</td>
<td>Spring Break</td>
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<td>3/20</td>
<td>Chapter 10 Flipped</td>
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<tr>
<td>3/22</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>3/24</td>
<td>Chapter 11 Flipped</td>
</tr>
</tbody>
</table>
3/27 | Class Activities
---|---
3/29 | Chapter 11 & Section Wrap-up
3/31 | TBA
4/3 | Exam 3 (Ch. 8-11)
4/5 | Flipped Activities
4/7 | Flipped Activities
4/10 | LK Film
4/12 | LK Film
4/14 | Film Discussion
4/17 | Chapter 12 Flipped
4/19 | Chapter 12
4/21 | Flipped Activities
4/24 | Chapter 13 Flipped
4/26 | Chapter 13
4/28 | Chapter 14 Flipped
5/1 | Chapter 14
5/3 | Final Exam Review
5/5 | Catch Up Day/TBA
5/8-12 | Final Exams Week

X. Bibliography
The following references are additional resources for this class.
FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.