

Course Syllabus
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[updated: Friday, July 15, 2016]

Course: *MGT 360*
Title: *Management and Organizational Behavior* (3 units)

“Education is what remains after one has forgotten everything he learned in school.”
---Albert Einstein (1879-1955)

Program: Bachelors of Science, Management
Bachelors of Science, Business Administration
Other Business and Economics majors
Other CSUN majors

College: CSUN College of Business and Economics

Semester: Fall, 2016

Class: 13570

Day/Time: Fri 8:00am - 10:45am
(Fri 9/2 - Fri 12/16, 16 weeks)

Location: NA101

Delivery Format: traditional

Lead Student: Wayne Smith, Ph.D.

Office Room: JH4225

Office Hours: Fri 10:45am – 11:45am
(and by appointment)

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Public Web: <http://ocw.smithw.org/2016fall/mgt360-13570/>

Private LMS: <http://moodle.csun.edu/>

Tentative Exams: *Midterm* (Fri., Oct 21), *Final* (Fri. Dec 16)

Required Materials (Bookstore):

1. Schermerhorn, J., and Bachrach, D. (2015) *Management* (13th ed.), Wiley, Hoboken:NJ (ISBN 978-1-119-07406-9, white cover, three-ring). This text can be purchased directly from Wiley at:

<http://www.wiley.com/WileyCDA/Section/id-826313.html>

2. Two (2) “Scantron” forms (standard Form 882—50 questions each side)

Required Materials (non-Bookstore):

1. Supplemental Materials—the URL is on the course web page

Recommended Materials:

1. Hacker, D., and Sommers, N. (2014) *A Writer's Reference* (8th ed.), Bedford/St. Martin's, Boston:MA. ISBN-13 978-1-4576-6676-6
2. Wall Street Journal (20-30 minutes daily, in printed or online form)
[<http://www.wsj.com/studentoffer>]

You must bring your required materials, including any instructor-supplied name tag or desk tent card, with you to each class. You should also be familiar with contemporary online technologies and have access to a reasonable Internet-connected computer on a reliable basis.

Course Description:

The course is an introduction to the basic concepts in management and organizational behavior. This course applies these concepts to the management of people and resources toward the accomplishment of organizational goals. The emphasis is on the organizational applications of behavioral science concepts, interpersonal skills, and team building.

Also, students who wish to add must attend each class and submit all assigned work.

Course Prerequisites:

This course requires the completion of lower-division business core. Additionally, BUS 302 is a co-requisite for Business majors. All prerequisites will be strictly enforced.

Learning Objectives:

The primary emphasis in this course is placed on acquainting students with the rigorous literature of management and organizational behavior. A secondary emphasis is on helping students understand the relationship between management theory and management practice. The specific objectives are to:

- Familiarize students with core concepts in management and organizational behavior
- Understand how management and behavioral science theories apply to real life
- Explore major issues and trends in the field
- Improve skills in the area of management communication, especially written communication

Pedagogical Approach:

The course will use a variety of approaches including lectures, videos, class discussions, assignments, analyses of business news and cases, and in-class, experiential exercises, including extemporaneous debate.

Learning Rhythms and Patterns:

I tend neither to read nor summarize the required reading materials in class. I tend to offer clarifications, differences of perspectives, or explorations of the core material. Additionally, I tend not to use a large number of presentation slides, much less post them

online. Students must allocate sufficient out-of-class time to do the required reading in order to participate in class and ask substantive questions as necessary. Students will need to have mastered necessary skills in reading comprehension, retention, and recall. Each class session will generally begin with an opportunity to ask questions regarding the required reading materials or lecture topics from the previous class session. Each class session is generally oriented around one or two learning themes. The textbook materials support the core ideas of those themes, the peer-reviewed and other materials support key theories and models of those themes, and the non-peer-reviewed and other materials support key ideas in practice or working examples.

Examinations and Quizzes:

There will be one mid-term examination and one final examination scheduled in advance. I tend not to give cumulative exams; however, the final exam may have a few questions from the beginning of class. Due to time constraints, we will not be able to cover each and every aspect of the textbook readings or other readings for class. Nonetheless, you are responsible for all the material (i.e., it is “fair game” for the exam) unless explicitly directed otherwise by the instructor. *Please bring a scantron and a large-format green book with you for each exam.* No make-up exams will be given without a signed note from a medical doctor or public safety agency.

This class currently does not have any scheduled quizzes, but there will be a few in-class exercises. To do well on the exercises, you will need to keep up with the reading, classwork, and assignments. Additionally, please bring with you to class each day 1), paper to write on, 2), a blue (or black) pen and 3), a pencil.

Assignments:

There will be at least three assignments noted in advance. The assignments will be described in advance and will be available on the course website.

- Assignment: Organizational Opportunity/Challenge Essay
- Assignment: Personality Profile Essay
- Assignment: Management Analysis Report (MGT 360 Common)

Assignments announced in class may consist of self-assessments, case analyses, or short write-ups. Assignments are due promptly at the beginning of class. Assignments not submitted promptly at the beginning of class (I will make a “last call” announcement) are assessed an immediate 50% point penalty. No assignments will be accepted after the end of the class session without a signed note from a medical doctor or public safety agency. Therefore, if you fear you might miss class or might not be able to turn in your assignment on time, you may give it to another student to turn in on the correct day and at the correct time. Assignments will be generally graded on straightforward point scheme (“scoring rubric”) enumerated within each assignment. In addition, the writing requirements will be scored for each assignment as well (in general, I take off 10% for each error in language use and composition). You are required to pick-up your scored assignments personally. You lose participation points if you don’t pick up your assignments (or other paperwork) promptly at the beginning of class.

Be sure to retain your scored exams, assignments and other returned materials (in other words, anything you turn in) in your records.

Exercises:

There will be a few exercises in the course. Exercises are completed in-class, and occasionally function similarly to “pop quizzes”. Some exercises are not scheduled in advanced. Exercises will always be due in-class. Be prepared for class; this is important.

Participation:

I occasionally ask for volunteers in class. I often provide participation points to students for this effort. Additionally, if I call on you and you are either absent or not prepared, you will lose participation points. You can also lose participation points in other ways, such as not picking up scored and returned assignments. There is extrinsic and intrinsic value to volunteering in class and being prepared for class. Perhaps a more accurate description of “Participation” is *engagement* and *commitment*.

Grading System:

The contribution of each component to the final grades will be based on the following breakdown:

Component	Relative Weight
Participation	10%
Exercises	20%
Assignments	30%
Exams	40%

The weights for multiple instances within each of the “Participation,” “Exercises,” “Assignments,” and “Exams” components are distributed equally. The Department of Management strives for some uniformity in final letter grading distributions. Therefore, students are ranked in class by weighted points. Letter grades are not assigned to any activity, including assignments, quizzes, and exams. For each quiz and exam, however, I will provide not only the mean and standard deviation, but also the estimated letter grade percentiles as well. These percentiles can be used as a guide as to help assess your relative performance in class. Each student has the same opportunity to earn high marks. Students should study diligently and strive for high marks on a persistent basis. All of your work matters. There is no “non-important” work in this class. Finally, students who do not take the final exam will earn an “F”.

Grades will be assigned based on the following (plus/minus suffixes may be used):

Letter grade you earn	University interpretation	“Real World” interpretation
A	Exceptional	Promote early
B	Very Good	Retain and provide merit pay increases

C	Average	Retain/provide cost of living increases only
D	Barely Passing	Let go when replacement is found
F	Failure	Fire immediately

I have minor hearing loss in my right ear. If you wish to speak, please raise your hand and wait until I call on you. It helps me to be able to see you before you begin your question. Thank you in advance. All audio or video recording of class is prohibited, except, of course, for students authorized from the CSUN Disability Resources and Educational Services (DRES).

Classroom Disruptions:

Please ensure that the audio portion (“ringtone”) of your cell phone is off during class. No interaction with your cell phone, including texting, is permitted during class. If you wish to use a computer in class to take notes, you must sit as far forward in the class as possible (usually in the first row of the room).

Academic Integrity:

Any cheating in or out of class will result in a failed exam, an “F” in the course, and a letter the Associate Vice-President of Student Affairs recommending that the student be expelled from the University. Additional classroom behavior requirements for this class are listed at:

<http://ocw.smithw.org/general/behavior.pdf>

I reserve the right to seat students in particular seats as necessary, especially, but not only, for exams. Also, I recommend that you do not wear a hat. If you must wear a hat, make sure any bill of the hat does not face forward—turn the hat around or sideways.

At the start of the semester:

My class roster identifies students by name, CSUN ID, class level, and major. On the first day of class, I know very little about each student. However, I have found that some students benefit by visiting me in my office during scheduled office hours at least once very early in the course. Please do let me know if you fall into one of the following categories:

Management students. Management students need to earn a “C” or above in this course. Management students who find themselves in some difficulty by the mid-point of the course should initiate a dialogue with me in my office about their chosen major.

Differently-abled students. The textbook for this course is available in electronic form for students who are registered with the CSUN Center on Disabilities. Further, all materials in this course have been designed to be accessible as possible to those with visual, aural, motor, and cognitive impairments. If there are additional needs, please let me know as soon as possible.

Military service. If you are either currently in the active service, reserves, or ROTC, or will be attending OCS soon, please let me know. In particular, I want to ensure that the class schedule doesn't conflict your service schedule. I also would like student veterans to self-identify themselves to me as well. Veterans have unique experiences and can make important contributions to a management and organizational behavior class.

Student athletes. I try to attend at least one game or meet for each student athlete, even if your sport is in a future semester. Again, you will need to self-identify yourself to me.

International students. Managing expectations is difficult; managing expectations regarding higher education and culture is *extraordinarily* difficult. Please see me as soon as possible if you do not completely understand any aspect of this course, including writing and grading standards.

Transfer students. I too was a transfer student to CSUN (I attended Los Angeles City College for my first two years of college). If you need help adjusting to any aspect of CSUN life, please come see me in my office.

At the end of the semester:

I do not discuss any aspect of scores or grades via email after the last class session. I can discuss scores or grades in my office after the third week of the following semester.

Students who earn an "A" or "B" may request a written letter of recommendation from me. If such a letter is desired, please try (if possible) to ask me within one year of completing this course. A request for a letter of recommendation begins and ends with a discussion in my office during office hours.

Changes to the Syllabus:

The instructor reserves the right to modify this document after the beginning of the semester.