2017

MGMT 300-01-05 Managerial Behavior

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Course Objectives and Format

Managerial Behavior addresses major theories and principles of management focusing on creating and maintaining an effective and efficient organization. The purpose of this course is to present an overview of the field of managerial behavior, demonstrate its importance by linking it to work-related outcomes, and highlight its practical relevance through real-world examples.

While there will be elements of more traditional “lecture” to convey concepts, the course is designed to be interactive. This course makes use of a broad range of instructional methods including discussion, exercises, and team projects. Preparation (i.e., reading), class attendance, and participation are very important. Please note that should you miss a class, you are responsible for anything covered that day. Furthermore, all assignments are due on the specified dates regardless of whether you missed class in preceding days or are absent on the specified due date. This is intended to help prepare you for career success upon graduation from Xavier University.

Course Policies

- Be on time and prepared for each class. This involves having read textbook material, viewed videos on Canvas, and properly prepared for any class activities.
- A Canvas class website is provided for this course. Please check the website regularly for updates, announcements, grades, and any missing documents.
- E-mail is the best way to communicate with me. My address is russellz1@xavier.edu. Please use the following in the subject line for all email communication: re: MGMT 300.
- Students are expected to attend each class period and actively participate.
- Late work will not be accepted.
Required Course Texts

Case Packet (further instructions will be provided early in the semester)

Strongly Recommended Course Text

Custom Version of:

Custom ISBN: 978-1-30-880181-0 (Available at the University Bookstore or online)

Alternatively, you can utilize a copy of the 5th, 6th, or 7th edition.

Course Requirements

Points received scored activities will be posted to the Canvas Grade Book. Click on the Grades link in the course menu to view your assignment scores.

Exams (60% of semester grade, 20% per exam):
Students complete three exams administered during the semester. Exams may consist of short answer, multiple choice, short essay, or short case study analysis questions.

Team Project (20% of semester grade):
Randomly assigned teams will complete a semester-long project that culminates in a presentation and deliverable. Teams will be required to select and contact a local organization. Through communication with the organization, teams will identify a specific area that needs improvement within the organization (e.g., team management, motivation, culture, strategy). Using concepts and principles from class, teams will provide a list of specific recommendations/action steps for the organization. Further information regarding specific requirements of the project and presentation will be provided early in the semester.

Case Studies (6% of semester grade):
Case study write-ups are a form of analysis that can be applied to just about any business (or other) situation. These write-ups will be submitted online and should be 2-4 double-spaced pages. The case write-up process is described in documents provided on Canvas.

Students will have three case write-up grades. The first write-up can be discussed with other students, but the actual write-up should be prepared individually. The second and third write-ups are to be completed individually.

Lecture Summary (4% of semester grade):
In teams of two or three, students will present a brief summary of the lecture presented in the previous class period. The presentation should highlight important topics discussed, and, if possible, relate the material to events occurring in the business world. Summary presentations will be at the beginning of class, and should be between five and seven minutes in length.
Participation (10% of semester grade):
Students are expected to attend each class and *actively participate*. Active participation includes participating in class discussions, class activities, etc. Each student possesses personal experiences and knowledge that can contribute to the class, and individual contributions are strongly encouraged. Simply attending all classes will not result in a perfect participation grade. If a student is not present to participate in class activities or chooses not to actively participate, he/she will forfeit class participation points.

Papers

All written papers must be typed, double-spaced, and use 12-point font with one inch margins. Please use a title page with name(s). Papers should be spell-checked and proofread before submitting. Because this is a business class, the use of bullet points, tables, graphs, etc. is encouraged, but should be used appropriately. In addition, all papers should contain subject headings to ensure that information is easily found. Finally, all references should be properly cited and included in a reference section at the end of the document. All papers will be checked for plagiarism with Turn-It-In. Any plagiarism will result in an automatic F.

Grading

Final course grades will be calculated as a percentage of total points earned and will be based upon the scale listed below. Please note that final class grades are not rounded up.

- **A**: 93-100
- **A-**: 90-92.99
- **B+**: 87-89.99
- **B**: 83-86.99
- **B-**: 80-82.99
- **C+**: 77-79.99
- **C**: 73-76.99
- **C-**: 70-72.99
- **D+**: 67-69.99
- **D**: 60-66.99

A percentage of total points earned less than 60 will result in an F for the final course grade.

Grading Appeals

Disagreements regarding grading inevitably arise whenever pure objectivity is not established. These controversies are handled in the following manner: Within one week of receiving the graded assignment, the petitioner should submit a one page paper to the professor detailing reasons why the answer given is adequate and deserving of more points. Points are awarded based on the logic and thoroughness of the presented arguments. The purpose of this is to transform a typically unpleasant experience into a learning one, as committing complaints to writing often leads to valuable insight.

Academic Integrity

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include
theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, [http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm](http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm)

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University” Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

**Attendance Policy**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. You must notify the instructor in advance and make necessary arrangements to complete course requirements. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration also will be given to students whose dependent children experience serious illness.

**Student Support**

**Office of Academic Support**
The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at [danielss3@xavier.edu](mailto:danielss3@xavier.edu).

**Students with Disabilities**
Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

**Writing Center**
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students can contact the Center at 745-2875 to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)

**Mathematics Tutoring Lab**
The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. [http://www.xavier.edu/mathematics/Math-Lab.cfm](http://www.xavier.edu/mathematics/Math-Lab.cfm)
Mental Health Resources
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential.

Find out more at http://www.xavier.edu/health-wellness/counseling/index.cfm and http://www.xavier.edu/psychologicalservices/welcome.cfm or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

Commuter Students
Commuter Students can have special parking and weather challenges at times during the semester. Xavier offers an XU Alert Me text/email notifications of weather related delays and closures at the following link: http://www.xavier.edu/business-services/XU-alert-me.cfm?aq=autoXU%20Alert%20Me

Be proactive in introducing yourself to your instructors to make them aware of your commute to campus. You are encouraged to explain to them that you will do everything possible not to allow weather to impact your attendance, but that you will make safe decisions involving your commute and will communicate your decisions immediately. It is your responsibility to follow-up with your professors and to find out what you need to do to make up the missed class. You are highly encouraged to contact a fellow classmate to obtain missed class notes. Note that there are limited parking spaces during the snow removal process, which can make parking a challenge. Be extra careful of snow and ice hazards. If you have further questions about snow emergencies and school cancellations, please email commuterservice@xavier.edu and read the inclement weather policy in the student handbook: http://www.xavier.edu/handbook/general/inclement-weather-policy.cfm

Learning Goals – Williams College of Business

Critical Thinking
Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

Corresponding Objectives:

1. WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.

2. WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.
Ethics and Social Responsibility
Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

Corresponding Objectives:

1. WCB students will recognize ethical issues and their implications on personal and business decisions.
2. WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

Effective Written and Oral Communication
Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

Corresponding Objectives:

1. WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
2. WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

Global Perspective and Cultural Diversity
Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

Corresponding Objectives:

1. WCB students will identify and contrast key attributes of countries’ business environments.
2. WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
3. WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.
Understanding and Application of Knowledge Across Business Disciplines
Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

Corresponding Objectives:

1. WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.

2. WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental).

3. WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

Personal and Professional Development
Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

Corresponding Objective:

1. WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

University Policies

Incomplete Policy
Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of “I” (Undergraduate Incomplete) will be assigned and calculated as an “F” in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the “I” will be permanently changed to an “F” (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.

Copyright Policy
Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page. You can also request copyright help from the library if you have specific questions.
Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.

Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**University Policy Regarding Gender-based Discrimination and Violence**

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s confidential Advocacy & Prevention Coordinator and to report to Xavier’s Chief Title IX Officer and/or Xavier University Police Department.

Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see [http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf](http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf).
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Jan</td>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>12-Jan</td>
<td>What is management?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>17-Jan</td>
<td>Strategy and competitive advantage</td>
<td>Chapter 6 &amp; Team assignment</td>
</tr>
<tr>
<td>19-Jan</td>
<td>Strategy and competitive advantage</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>24-Jan</td>
<td>Organizational structure</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>26-Jan</td>
<td>Decision making</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>31-Jan</td>
<td>Competing in a global environment</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>2-Feb</td>
<td>Case discussion 1</td>
<td>Case: Boxes &amp; Bins</td>
</tr>
<tr>
<td>7-Feb</td>
<td>Team project day &amp; Review</td>
<td>Team organization contact information due</td>
</tr>
<tr>
<td>9-Feb</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>14-Feb</td>
<td>Leadership</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>16-Feb</td>
<td>Leadership</td>
<td></td>
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<tr>
<td>21-Feb</td>
<td>Motivation</td>
<td>Chapter 9</td>
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<tr>
<td>23-Feb</td>
<td>Human resources</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>28-Feb</td>
<td>Culture</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2-Mar</td>
<td>Case discussion 2</td>
<td>Case: Southfield Packaging</td>
</tr>
<tr>
<td>7-Mar</td>
<td>No class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>9-Mar</td>
<td>No class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>14-Mar</td>
<td>Team project day &amp; Review</td>
<td>Team organization diagnosed problems due</td>
</tr>
<tr>
<td>16-Mar</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>21-Mar</td>
<td>Teams</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>23-Mar</td>
<td>Teams</td>
<td></td>
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<tr>
<td>28-Mar</td>
<td>Communication</td>
<td>Assigned readings</td>
</tr>
<tr>
<td>30-Mar</td>
<td>Negotiation</td>
<td>Assigned readings</td>
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<tr>
<td>4-Apr</td>
<td>Negotiation</td>
<td></td>
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<tr>
<td>6-Apr</td>
<td>Negotiation simulations</td>
<td></td>
</tr>
<tr>
<td>11-Apr</td>
<td>Case discussion 3</td>
<td>Case: The Army Crew Team</td>
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<tr>
<td>13-Apr</td>
<td>No class - Easter Holiday</td>
<td></td>
</tr>
<tr>
<td>18-Apr</td>
<td>Ethics &amp; Review</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>20-Apr</td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td>25-Apr</td>
<td>Team presentations</td>
<td>Team presentation slides due 4/24 @ 5:00 p.m.</td>
</tr>
<tr>
<td>27-Apr</td>
<td>Team presentations</td>
<td></td>
</tr>
<tr>
<td>2-May</td>
<td>Optional cumulative exam 300-05</td>
<td>8:30 a.m. to 10:20 a.m.</td>
</tr>
<tr>
<td>4-May</td>
<td>Optional cumulative exam 300-01</td>
<td>8:30 a.m. to 10:20 a.m.</td>
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</tbody>
</table>

### Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.