

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY  
JOHN MASSEY SCHOOL OF BUSINESS**

**SYLLABUS: FALL 2018 (Term 1)  
MNGT-5223.W1 Behavioral Management (7-week format; 8/27--10/11)**

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**Note that all times in the syllabus are Central Standard Time**

<p><b><i>The MISSION of Southeastern Oklahoma State University</i></b> Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.</p>	<p><b><i>University Educational Targets</i></b> Students will acquire and continue to use systematic skills for encountering knowledge. They will articulate a problem, structure an investigation, gather suitable resources, organize and manipulate qualitative or quantitative data and think critically to reach appropriate conclusions.  In fulfilling its mission, Southeastern fosters the region's cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well-being.</p>
<p><b><i>The MISSION of the John Massey School of Business</i></b> The mission of the John Massey School of Business is to be a premier business program. We prepare our business and aviation students to meet the global challenges in a competitive and ever-changing environment by providing an excellent and continuously improving learning atmosphere that emphasizes both academic and applied knowledge. We are a responsible partner in the economic development and quality of life of the region by providing effective application of knowledge to our stakeholders.</p>	

### ***The Goals and Objectives of the Master of Business Administration Degree***

These are reflected in several outcomes. A Student completing the MBA shall be able to demonstrate each of these abilities:

- **To effectively communicate orally and in writing.**

Objective 1a: To craft thoughtful solutions to business problems and communicate those solutions in executive-quality written documents.

Objective 1b: To craft and deliver executive-quality oral presentations and defend proposed solutions in the face of scrutiny.

- **To effectively participate as a member of a team.**

Objective 2a: To work and communicate effectively with team members to accomplish a team goal.

Objective 2b: To complete individual assignments in support of a team goal in a timely manner.

Objective 2c: To work with individuals of diverse backgrounds to achieve team goals.

- **To display critical, analytical, strategic, and ethical thinking to solve complex multi-faceted business problems in a global environment.**

Objective 3a: Collect, analyze and synthesize information from various sources.

Objective 3b: Use information to create well-reasoned solutions to business problems.

Objective 3c: To understand the impact of global conditions on the performance of a firm.

Objective 3d: Evaluate and recommend possible solutions to business problems from an ethical perspective.

- **To use quantitative and qualitative analyses to screen and analyze data to improve the operation of an organization.**

Objective 4a: Use appropriate statistical, financial, and qualitative techniques to analyze problems and recommend appropriate solutions focusing on creating a sustainable competitive advantage.

Objective 4b: Use appropriate financial analysis to maximize the long-run value of the firm.

**COURSE DESCRIPTION:** The study of human behavior in organizations and its effect on establishing and attaining organizational goals in an effective and efficient manner. Course topics include individual differences, motivation, groups, leadership, diversity and equal employment opportunity, performance management, organizational culture, and change management.

**PREREQUISITES:** Graduate standing.

### **COURSE OBJECTIVES:**

- Explain the origins of the academic discipline of organizational behavior and key content areas
- Explain different configurations and tools used to understand individual differences in organizations
- Identify and apply relevant principles to real and hypothetical problems within organizations
- Identify, compare and evaluate available and contemplated managerial alternatives designed to resolve relevant organizational issues
- Identify different approaches used to effectively motivate individuals and groups
- Describe the issues and challenges involved with organizational change and organizational structures
- Explain, evaluate and apply important theories regarding organizational issues.
- Identify ways to increase effective management of oneself and others when in a team setting

**EVIDENCE OF STUDENT LEARNING:**

- Written/Blackboard examinations (Mid-Term and Final).
- Written/Blackboard examinations (7 weekly chapter/truth exams).
- Discussion Board (DB; 5 DBs) postings with minimum of five posting for each DB across all threads. Doing the minimum number of posts will generally earn a student a percentage score of 80 to 87.

**REQUIRED:**

- **Course Demands:** Students in the past have indicated that this course is one of the more challenging classes in our MBA program. It is not so much that the material is difficult but the requirements in a seven-week program seem to surprise many. The Instructor wants you to prepare yourself mentally for this this encounter and evidenced-based research (see [Realistic Expectations as an Aid in Reducing Voluntary Resignations](#)) suggests that this is an effective way to reduce turnover and increase satisfaction. This message is also an attempt to be consistent with “Truth 12—Realistic Job Previews: What You See is What You Get” in one of your textbooks which discusses the importance of providing an accurate overview, including the good, the bad, and the ugly. The instructor is not trying to scare students or unnecessarily stress them but wants them to fully commit to this class and to understand the course expectations.

**A word of caution.** Please do not forget about the overconfidence bias—the tendency to underestimate costs, timescales, challenges, and to overestimate rewards and the ease of unknown things. This tendency leads to complacency, inertia, extravagance, wastage, delays, failures and setting unreasonable goals and expectations. Overconfidence may be the mother of all biases. Indeed, overconfidence effects are some of the most potent, pervasive, and pernicious of any of the biases noted in our Robbins and Judge textbook and nearly universal. Overconfidence has been blamed for wars, stock market bubbles, strikes, unnecessary lawsuits, high rates of entrepreneurial bankruptcy, and the failure of corporate mergers and acquisitions.

Moreover, we are very often overconfident about our abilities and are usually not aware of this error ([Ludwig & Nafziger, 2011](#)). Interestingly, individuals whose intellectual and interpersonal abilities are weakest are most likely to overestimate their performance and ability ([Kruger & Dunning, 1999](#)). Coming at this point from a different angle, **Bertrand Russell**, British philosopher, logician, mathematician, historian, writer, social critic, political activist, and Nobel laureate wrote in 1951: “One of the painful things about our time is that those who feel certainty are stupid, and those with any imagination and understanding are filled with doubt and indecision.”

These biased self-evaluations are seen in important real-world settings as well as the laboratory. In a survey of engineers at one company, for example, 42% thought their work ranked in the top 5% among their peers ([Zenger, 1992](#)), an impossible fact that could easily impede their motivation to improve.

Here are some key points about overconfidence:

- People tend to under-estimate expenses/costs, timescales, complexity, and the difficulty of unfamiliar challenges.
- People tend to overestimate rewards and the ease of unfamiliar tasks.
- This can cause denial, complacency, and insufficient planning, attention, resourcing, time, etc.
- This optimism heuristic generally ignores, denies, underestimates or justifies risk.

Please be aware of this bias/error and do not let it happen to you.

- **Textbooks:** There are two required books for this class.
  - *Essentials of Organizational Behavior* (14<sup>th</sup> edition) by Stephen P. Robbins and Timothy A. Judge and published by Pearson. The ISBN-13 is: 9780134639598. To help students get started a copy of the first two chapters (the first week of class readings) of this text are provided in the Instructor's Web Site in Class Resources for Behavioral Management. Scroll down to view Textbooks in Behavioral Management then click on [\*Essentials of Organizational Behavior \(14th edition\) Chapters 1-2.\*](#)
    - Students will need to use Pearson's MyLab to take some assessments and will need an access code with their book (please be careful and do not throw away this code number; if this is lost please contact Pearson and see what they can do—if anything). Here is some information on MyLab use in BlackBoard and for Registration Instructions:
      - Sign in to Blackboard and enter this Blackboard course
      - Do one of the following:
        - a. Select any Pearson link in the Content area.
        - b. Select Tools in the left navigation and Pearson's MyLab & Mastering on the Tools page. Next, select any course link in the top area of the Pearson's MyLab & Mastering Tools page.
      - Next, get access to your Pearson course content
        1. Enter your Pearson account username and password to Link Accounts. You have an account if you have ever used a MyLab or Mastering product.
          - a. If you don't have a Pearson account, select Create and follow the instructions.
        2. Select an access option:
          - a. Enter the access code that came with your textbook or that you purchased separately from the bookstore.
          - b. If available for your course,
            - Buy access using a credit card or PayPal.
            - Get temporary access.
        3. From the You're Done page, select Go to My Courses. It is recommended that you always enter your MyLab Management course through Blackboard. Get your computer ready
    - For the best experience, check the system requirements for your product at <https://www.pearsonmylabandmastering.com/system-requirements/>
    - Need help? For help with MyLab Management for Blackboard, go to <https://help.pearsoncmg.com/mylabmastering/bbi/student/en/index.html>
- *The Truth about Managing People: Proven Insights to Get the Best from Your Team* (4<sup>th</sup> edition) by Stephen P. Robbins and published by Pearson FT Press. The ISBN-13 is: 9780134048437. To help students get started a copy of the first 13 truths (Part I; the first week of class readings) of this text are provided in the Instructor's Web Site in Class Resources for Behavioral Management. Scroll down to

view Textbooks in Behavioral Management (Summer 2018) then click on [The Truth about Managing People: PART I THE TRUTH ABOUT HIRING](#).

- **Webcam:** Students must have a Webcam. Many computers these days have such a camera. If a student's computer does not have one, then they will be required to purchase an external Webcam. See the following web sites for Webcams (many can be purchased for less than \$25.00):
  - [http://www.amazon.com/s/ref=lp\\_172511\\_nr\\_p\\_36\\_0?fst=as%3Aoff&rh=n%3A172282%2Cn%3A%21493964%2Cn%3A541966%2Cn%3A172456%2Cn%3A11548951011%2Cn%3A172511%2Cp\\_36%3A1253503011&bbn=172511&ie=UTF8&qid=1435698382&rnid=386442011](http://www.amazon.com/s/ref=lp_172511_nr_p_36_0?fst=as%3Aoff&rh=n%3A172282%2Cn%3A%21493964%2Cn%3A541966%2Cn%3A172456%2Cn%3A11548951011%2Cn%3A172511%2Cp_36%3A1253503011&bbn=172511&ie=UTF8&qid=1435698382&rnid=386442011)
  - <http://www.bestbuy.com/site/computer-accessories/webcams/abcat0515046.c?id=abcat0515046>
- **Computer Access:** Students must have computer access to take selected exams and view course support materials including the course syllabus, PowerPoint slides, Instructor Web Site, etc. Please do not use a smartphone or tablet to take exams. Always use a hard-wired computer to take exams.
- **Microsoft Word Access:** SE students can get Microsoft Office 365 for free for up to five devices. This is the link: <https://products.office.com/en-us/student/office-in-education>.
- **BlackBoard (BB).** Your instructor will be using BB in this course and you will be required to enroll in this program. The BB website is <https://blackboard.se.edu/>. You will have weekly practice exams, weekly chapter exams, video exams, a mid-term and final, and discussion boards delivered thru BB. Additionally, your gradebook will be displayed in BB so that you can always know your grades in this class. Furthermore, several Announcements will be made using BB that will help you to complete projects. Please access BB 5-6 times each week for this course for the most updated information.
 

There are several technical requirements if students wish to use a computer other than those on campus. Students should thoroughly review the BB information on BB Login page: <http://homepages.se.edu/blackboard/student-support/faqs-students/>. It is particularly important that students comply with the system requirements for BB. These are available at <http://homepages.se.edu/blackboard/student-support/browser-recommendations/>. Your Instructor is not an expert in the technical aspects of BB so please contact BB technical support with technical questions (email listed on BB Login page).
- **Mozilla Firefox/Google Chrome:** Students are encouraged to use the Mozilla Firefox or Google Chrome browsers with BlackBoard. For some reason, Explorer and BlackBoard occasionally have difficulties. Students can download a free copy of the Mozilla this web browser from <https://www.mozilla.org/en-US/firefox/new/> and the Google Chrome Browser from [https://www.google.com/chrome/browser/desktop/index.html?brand=CHBD&gclid=CjwKEAjwturIBRDnt7P7rODiq0USJADwjt5D5uqod5nvvh6IniPtJ4vAxyoZ3mZoXAKg8UiJfPcBIBoCRfjwweB&dclid=CK3rv\\_Wb9dMCFYUcPwodcfYBrw](https://www.google.com/chrome/browser/desktop/index.html?brand=CHBD&gclid=CjwKEAjwturIBRDnt7P7rODiq0USJADwjt5D5uqod5nvvh6IniPtJ4vAxyoZ3mZoXAKg8UiJfPcBIBoCRfjwweB&dclid=CK3rv_Wb9dMCFYUcPwodcfYBrw)
- **Syllabus Understanding:** After reading the syllabus, please indicate that you understand its contents by submitting the form below through the appropriate link in BB (START HERE > Syllabus Understanding Form Submission Link). Please do so **before 11:30 p.m. on 9/02** to continue taking

exams AND to not incur a 50-point deduction. Please contact your coach immediately if you have questions.

### Syllabus Understanding—Behavioral Management (MNGT-5223)

Please read the following statement and sign and date where indicated. Please do so **before 11:30 p.m. on 9/02** to continue taking exams. Please contact your coach immediately for questions.

I, \_\_\_\_\_, have read the syllabus for Behavioral Management (MNGT-5223) and fully understand the requirements for the class as indicated in the syllabus.

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Your Signature

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Date

- **Respondus LockDown Browser.** Students are required to take weekly exams and the mid-term and final using the Respondus LockDown Browser. Respondus is a custom browser that locks down the testing environment within Blackboard. When students use Respondus they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. Once an exam is opened it must be completed during that session.

Here is what students need to know about Respondus LockDown Browser.

- 1 Respondus LockDown Browser is an Internet browser, just like Internet Explorer, Google Chrome, or Mozilla Firefox. It is a free download. To download it, open any Internet browser and paste this URL into the address bar: <http://www.respondus.com/lockdown/download.php?id=764845408> (You MUST use THIS exact URL, or you may very well download a version of the Browser intended for a different school and will not have access to your courses!)
- 2 At this website, you will see a video and an “Install Now” button. Watch the video before installing!
- 3 Click the “Install Now” button and install the browser.
  - a. Depending on the browser you use to download, the file may go to the bottom left of the window or to an arrow at the top right. Locate and click on the file.
  - b. On a PC, you will run through a series of commands such as: Run>Yes>Next>I Accept Next>Finish (Read the information before progressing through each dialog box!)
  - c. On a Mac, you will run through a series of commands such as Continue>Continue>Agree>Install>[password] (Read the information before progressing through each dialog box!)
- 4 Now, click the large button on the Respondus site that says, “Finish.”
- 5 If you are using a PC, it is likely that you will have Respondus on your desktop at this point. If you do not, use the search box in the start window to find it. If you are using a Mac, you should open it from Finder.
- 6 When you open the browser, you will be asked to either shut down certain programs yourself or to allow the browser to do it for you. Either option is fine. No screen capture, print, or messaging capabilities will be allowed to run while the browser is open.
- 7 You will be taken directly to BlackBoard.se.edu. You will sign in with your username and password as normal and navigate within BlackBoard as always. You may notice that there is no address bar at the top. You will not be able to go anywhere in the Internet except for BlackBoard.se.edu.

- **Respondus Monitor.** Students will also be using Respondus Monitor. Here is what you need to know.
  - 1 You will need a webcam on the computer you use or an external webcam.
  - 2 Respondus will ask permission to access your webcam before continuing. You must click Allow and Remember and then click Close. Respondus will ensure that the webcam is working properly before proceeding.
  3. Your webcam will take a still photo of you, and then require you to show your student ID or driver's license with your photo (or another photo ID approved by your instructor). This is to verify that you are the person enrolled in the course.
  4. The instructor can change instructions and requirements, so the instructions may be different for different exams. Therefore, it is very important that you read ALL instructions provided.
  5. The webcam will record both image and audio while you take the exam. Your instructor will be given a series of thumbnails to review for any suspicious behavior. If anything out of the ordinary occurs during the exam, such as a child someone walking into the room, you should simply explain what happened and continue your exam.
  
- **Exams:** There are two major exams: mid-term and final over selected chapters/truths in both books. Each exam will focus on a basic understanding of the concepts covered prior to the exam. Exams will cover presentations, lectures, text material, readings, films, videos, discussion questions, readings, exercises, PowerPoints, and other assignments as may arise. The number of items per exam will be determined later. **Students must use Respondus to take the mid-term and the final.**
  - Mid-term exam covers Chapters 1-8 of the *Essentials of Organizational Behavior* book, Parts I, II, VII of *The Truth about Managing People*, Discussion Boards 1 and 2, PowerPoints, and other activities since the beginning of the course.
  - Final exam covers Chapters 9-17 of the *Essentials of Organizational Behavior* book, Parts III, IV, V, VI, and VIII of *The Truth about Managing People*, and Discussion Boards 3-5 and PowerPoints, and other activities since the Mid-term exam. As you can see, the final is not comprehensive.
  
- **Weekly Practice Quizzes:** Because of the historically low scores past students have received on Weekly Chapter/Truth Exams (see below) students must satisfactorily pass the Weekly Practice Quiz which is taken from the *Essentials of Organizational Behavior* textbook for the assigned chapters for the week. These 10-item quizzes will earn the student no course points but will permit them to take the Weekly Chapter/Truth Exam. Students must receive a minimum of 70% on the practice quiz in order to take the Weekly Chapter/Truth Exam. Students can take the practice quiz an unlimited number of times. Students who are unable to take the Weekly Chapter/Truth Exam because they are unable to pass the Weekly Practice Quiz will receive grade of zero for the Weekly Chapter/Truth Exam. **Students do not need to use Respondus to take the Weekly Practice Quizzes.**
  
- **Weekly Chapter/Truth Exams:** There will be weekly exams that can be taken beginning at 12:00 a.m. on Monday at the beginning of the week and which must be completed before 11:30 p.m. on the Sunday of that week (as a practicality, do not start an exam after 11:00 p.m. on a Sunday). Thus, students have all week to take an exam and need not wait till Sunday. No books, papers, other persons, or other electronic equipment (e.g., smart phones, tablets, other computers) are permitted when taking exams. Each Weekly Chapter/Truth Exam is to be taken using BB and will consist of 20 multiple choice items over the assigned chapters in *The Essentials of Organizational Behavior* textbook and two essay questions over the assigned truths (part/s) in *The Truth about Managing People* textbook. Students will

have 25 minutes to complete the exam. Initially the student will be only shown their score but after the time period for the scheduled exams has expired students will be given more detailed feedback on their exam performance the following Wednesday. Students are encouraged to use fast computers to take exams. There are different dates to take different exams and exams not completed by the scheduled time will earn the student a zero. The Weekly Chapter/Truth Exam schedule is listed in Tentative Assignments provided later in this syllabus. **Students must use Respondus to take Weekly Chapter/Truth Exams.**

- **Weekly Video Quizzes:** Each week a short video will be available and students will have a 5-item multiple choice quiz that addresses the content of the video. Each quiz is worth 10 points. These quizzes must be completed before 11:30 p.m. on the Sunday of that week. **Students do not need to use Respondus to take the Weekly Video Quizzes.** Students may need the following course ID in MyLab Management associated with your Pearson textbook: **vonbergen87065**. Additionally, students may find that they will need to adjust their pop-up blocker settings and so should click on the following link to assist them: <http://www.se.edu/dept/cidt/pop-up-blocker/>.
- **Discussion Board (DB) Postings:** On week's 2-6 on Monday morning at 8:00 a.m. the Instructor will post items (threads) for discussion. Each DB has several threads and each DB is worth 40 points. Please post at least 5 times each week on the weekly DB (doing the minimum on DBs will generally give the student a percentage score of 78% to 87%; please consider going beyond the minimum). The first post should be before Wednesday (that is, the first post must be on Monday or Tuesday) for those weeks having a DB. A penalty of -50% (i.e., -20 points) will be assessed for students not posting on Monday or Tuesday. In some cases, the Instructor will ask selected students to post on Mondays to help get the discussion going. DBs end on Saturday night of each week at 10:00 p.m.

The following provide some **guidelines for DB postings**:

- 1 Post only meaningful and appropriate responses of 500 words or less, unless otherwise indicated. Simply "I agree or disagree" is not meaningful! Remember to use correct grammar, punctuation, capitalization, and spelling, including capitalizing "I" when referring to yourself. In addition to your initial meaningful response, respond to at least one other person's comments;
- 2 Meaningful responses will be supported with evidence, such as references. Please refrain from just posting your opinions about the topics! Good references (i.e., references with references and/or footnotes can be obtained by accessing the electronic resources on the SE library page. (<http://www.se.edu/library/serials-department/electronic-resources/>). A particularly good electronic database for this course is EBSCOHost. Students will want to check boxes that indicate peer review or scholarly articles or articles with references since these are references that (generally) have references (see in **BB > COURSE RESOURCES > Finding References with References**);
- 3 Here are some of the factors or elements that enter into your Instructor's grade determination. The tentative grading rubric for the DB is available at [Discussion Board Rubric for Behavioral Management](#). (This is also available on the Instructor's Web Site [<http://homepages.se.edu/cvonbergen/>] in Class Resources for Behavioral Management.) This should give students an idea of what are the factors used to assign a grade. Generally, your Instructor/Coach will sort the DB by student and that will tell him/her who participated, how many times, and when the participation occurred;

- 4 What a student says in terms of content; content is accurate and supported by research rather than just a personal, unsubstantiated opinion (unless specifically asked for);
- 5 The creativity of the response;
- 6 How the student communicates information on the DB in terms of quality English writing (excessive typos, spelling, and grammar mistakes will be penalized);
- 7 The quality of the references provided; a major determinant of quality is that references included in a file attachment have references in a peer-reviewed, scholarly journal;
- 8 When the student responds; DBs are designed to involve some discussion and if students respond for the first time a day or so before the ending of the DB then s/he does not give others much of an opportunity to participate. **Please make first post before Wednesday (i.e., Monday or Tuesday) for those weeks having DBs.** Additionally, the Instructor is not pleased to see student post responses all within one hour or so or only late in the week as this shows little participation. Please respond throughout the week and get involved in the discussion;
- 9 How many times a student participates in a meaningful way; for example, posting just an agreement or disagreement with a position offered will generally not count for much. **DB postings with minimum of five posts across all threads will generally earn a student a percentage score of 80 to 87 (generally doing the minimum will earn the student a grade of B);**
- 10 Please be familiar with all threads and post to all; also, make sure to post at least two references with references (often referred to as peer-reviewed articles; see **BB > COURSE RESOURCES > Finding References with References**) for each DB; and
- 11 Ensure that journal articles attached to posts can be opened with just one click of a mouse or at most a couple of clicks (see **BB > COURSE RESOURCES > To Post Articles in Discussion Boards and Other Places in BlackBoard**) for further details. It is unreasonable for students to expect the Instructor or Coaches to go to the databases and find articles posted. The journal articles should be easily accessible within the student's post.

- **LIBRARY AND INFORMATION RESOURCES:** Information regarding the library and references as well as other online resources is available through the Southeastern Online Learning website or <http://www.se.edu/library/distance-education-library-services/>. Also, available at the library are electronic databases: <http://www.se.edu/library/serials-department/electronic-resources/>. The information below provides some information on the references desired in various written assignments (including Discussion Boards). Certainly, our competent library staff will be able to assist students with their searches.

Use of Wikipedia. Wikipedia should **NOT** be used as a reference nor information used from this cite since it contains many errors as admitted by its developers because information placed here is not screened or reviewed for accuracy, nor is it peer-reviewed. While many Wikipedia entries have good bibliographies, most students are not in a position to judge the validity of these sources. Penalties and significant point deductions for the course, up to and including receiving an “F” in this course, may apply for using Wikipedia.

Using the SE Library's Electronic Resources. Some student written assignments require students to list and attach references. The Instructor is particularly interested in students listing and attaching an entire article from *journals*. These articles should have at least three references at the back of the paper in the references list, sometimes called the bibliography section of the paper. (An exception is the *Harvard Business Review* which has no references but is still a quality journal and can be used.) The following

link takes students to an example of an article that has references at the end of the article and is acceptable: [Family Responsibilities Discrimination: What Employment Counselors Need to Know](#). Also, acceptable could be articles that have footnotes (footnotes are particularly popular in legal articles). The following link takes students to an example of an article that has footnotes and is likewise satisfactory: [Burlington Northern and Santa Fe Railway Co. v. White: Has the Supreme Court Opened the Floodgates for Employee Retaliation Lawsuits?](#) Your Instructor refers to these kinds of references as “references with references” and he will mention this throughout the course and so this should explain what he is talking about.

The Instructor is not interested in students using web sites or books or book reviews as references. The following link provides an example of an article that was taken from the Internet and is NOT ACCEPTABLE: <http://humanresources.about.com/od/glossarys/a/sexualharassdef.htm>. The following posting (as an example) is also NOT ACCEPTABLE as a reference because it was taken from Wikipedia: [http://en.wikipedia.org/wiki/Sexual\\_harassment](http://en.wikipedia.org/wiki/Sexual_harassment). Students will also be asked to attach a copy (generally a .pdf file) of the entire article so that the Instructor might be able to quickly review the article if desired.

To help students find pertinent professional articles (references with references) students should use the electronic resources from SE’s library. To do so, go to the following link: <http://www.se.edu/library/serials-department/electronic-resources/>. There is one key database that the Instructor has found particularly useful for students: EBSCOHOST. To access this database students must have their SE user name and password which they received. All electronic resources are available on and off campus, 24/7, to SE staff and students.

Once a student is in EBSCOHOST he or she should check (✓) at least the boxes for Academic Search Premier, Business Search Complete, PsycARTICLES, and PsycINFO. Then click “Continue” located at the top (or bottom) of the page. On the next page go to the “Limit your results” section of the page and check (✓) the boxes for “Full Text,” “Scholarly (Peer Reviewed) Journals,” and “References Available.” Then in the search box at the top of the page the student should enter their search terms (e.g. realistic job preview) in the box and then press “Search.”

A basic search is a quick and easy way to get results. It uses free text searching which finds any mention of a student search term in the database records. However, this also means that a student’s subject may not be the main focus of the articles, so be prepared to retrieve some articles of only marginal interest.

Students must be clear about the subject of their search which will often involve more than one topic. Identify the single words or short phrases which describe the key elements and then think of any synonyms, related words, acronyms or common abbreviations which are associated with them. Creativity is especially important here. Searching for all these possibilities will increase the number of hits. Consider the following words in the left box and some similar words (synonyms) in the right-hand box:

• E.g., treatments for teenagers with eating disorders.	• bulimia, anorexia, diet, nutrition, body image
• teenagers	• adolescents, young people
• treatments	• therapies, interventions
• flattery	• ingratiation, kissing up, sucking up

When beginning a search, students should also consider the following:

- Spelling – Databases are international in scope so students will need to include both the UK and US spelling forms; e.g., ageing and aging, behaviour and behavior;
- Truncation – Truncation replaces the end of a search term with a symbol, usually an asterisk (\*), or a dollar sign (\$). This allows students to retrieve not just the root word but all of its possible endings; e.g., therap\$ will return therapy, therapies, therapeutic etc.;
- Wildcard – a wildcard symbol, usually a question mark (?), replaces one or more letters in the middle of a search term so that variations in the spelling can be retrieved; e.g., behavio?r will find behaviour or behavior;
- These symbols vary between databases so select the online help for a specific database.
- Search terms can be used in combination to broaden or narrow the scope of a student’s search; This is commonly achieved using the Boolean operators AND, OR and NOT which work as follows:
  - And narrows a search by finding documents which contain all the terms; e.g., eating disorders AND teenagers will find documents which contain both terms;
  - Or broadens a search by finding documents which contain at least one of the terms; e.g., teenagers or adolescents will find results that contain either term;
  - Not excludes terms so that each search result does not contain any of the terms that follow it; e.g., treatment NOT therapy will find results containing the term treatment but not the term therapy. Note well—NOT needs to be used carefully as it can exclude useful documents where treatment and therapy both occur.

**Listing of Acceptable Journals.** Many of these journals (but not all) are available through the Southeastern library electronic databases (particularly EBSCOHOST). There are other journals that may be acceptable but here are some sources your Instructor likes:

• Journal of Business Ethics	• Journal of Labor Research	• Sloan Management Review
• Business and Society	• Personnel Psychology	• Human Relations
• Business Ethics Quarterly	• Training and Development	• Ethics and Behavior
• Ethics and the Environment	• Occupational Psychology	• Issues in Business Ethics
• Administrative Science Quarterly	• Business Ethics: A European Review	• Journal of Occupational Behavior

• Academy of Management Journal	• Journal of Organizational Behavior Management	• Public Administration Quarterly
• Academy of Management Perspectives	• Business and Professional Ethics Journal	• Employee Rights and Responsibilities Journal
• Journal of Applied Psychology	• Journal of Human Resources	• Organizational Dynamics
• Industrial and Labor Relations Review	• Journal of Personality and Social Psychology	• Columbia Journal of World Business
• SAM Advanced Management Journal	• Journal of Conflict Resolution	• Academy of Management Review
• Harvard Business Review	• Public Personnel Management	• Journal of Vocational Labor
• Journal of Management	• Labor Law Journal	• Business Horizons
• Review of Small Business Management	• Journal of Business & Entrepreneurship	• Journal of Applied Behavioral Science
• California Management Review	• Journal of Business Ethics	• Journal of Management Studies
• Employee Relations Law Journal	• Business and Public Affairs	• Human Resources Planning

**Other resources and location.** Supporting materials for this class are listed in COURSE RESOURCES in BB. Additionally, students are encouraged to visit the Instructor's Web Site, especially Class Resources, for publications and articles that may have applicability to this course/topic. This is available at <http://homepages.se.edu/cvonbergen/>. Students should then click on Class Resources and then select Behavioral Management. Students may also find it helpful to visit the Instructor's Curriculum Vita (his resume) at <http://homepages.se.edu/cvonbergen/vitaresume/> and scroll down to view his publications.

### **CLASS MANAGEMENT:**

- **Tentative Weekly Assignments.** Please note that the dates in the "Week of" column below are the Mondays of each week. This is a key part of the syllabus and students will refer to this frequently.

Week of	Topic	Assignment/s
8/27 (Week 1)	Class Begins: 5/14 Complete Student Orientation Requirement in BB ( <a href="https://blackboard.se.edu">https://blackboard.se.edu</a> )	Begin course by going to BlackBoard (BB) and then for Behavioral Management click <b>START HERE</b> . You are also required to provide proof of completion of the student orientation before accessing course work. In BlackBoard (BB) go to <b>COURSE WORK &gt; Student Orientation Requirement</b>
	Course Overview	Review course syllabus; Review BB site.
	Introduce yourself to class	Please do this by Wednesday, <b>8/29</b> . To do this go to <b>BB &gt; Discussion Boards &gt; Student Introductions &gt; Student Introductions to Class &gt; Reply &gt;</b> then type your introduction > <b>Submit</b> .
	<ul style="list-style-type: none"> <li>• Take <u>Practice Quiz</u> over Chapters 1-2 from <i>Essentials of Organizational Behavior</i></li> </ul>	Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 1 &gt; Practice Quiz</b>
	Read and Review: <ul style="list-style-type: none"> <li>• Chapters 1-2 from <i>Essentials of Organizational Behavior</i></li> <li>• Part I from <i>The Truth about Managing People</i></li> <li>• PowerPoints for Chapters 1-2 of <i>Essentials of Organizational Behavior</i></li> </ul>	Take Weekly Chapter/Truth Exam over Chapters 1-2 (in <i>Essentials of Organizational Behavior</i> ) and Part I (in <i>The Truth about Managing People</i> ) <u>before</u> Sunday <b>[9/02] at 11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 1 &gt; Weekly Chapter/Truth Exam Over Chapters 1-2 and Part I</b>
	<ul style="list-style-type: none"> <li>• <b>Watch It: Video: Verizon Diversity_6:30 mins.</b></li> </ul>	Take <b>Video Quiz</b> before Sunday <b>[9/02] at 11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 1 &gt; Watch It: Video</b>
	<b>Submit Syllabus Understanding</b>	Submit Syllabus Understanding <u>before</u> <b>9/02 at 11:30 p.m.</b> to avoid penalties: <b>BB &gt; START HERE &gt; Syllabus Understanding Form Submission Link</b>
	<b>Last Day to Drop this Class with Refund/ No Charges: 8/31 before 5:00 p.m.</b>	Please call the Registrar before 5:00 p.m. on 8/31.
9/03 (Week 2)	<ul style="list-style-type: none"> <li>• Take <u>Practice Quiz</u> over Chapters 3-5 from <i>Essentials of Organizational Behavior</i></li> </ul>	Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 2 &gt; Practice Quiz</b>
	Read and Review: <ul style="list-style-type: none"> <li>• Chapters 3-5 from <i>Essentials of Organizational Behavior</i></li> </ul>	Take Weekly Chapter/Truth Exam over Chapters 3-5 and Part VII <u>before</u> 11:30 p.m. on Sunday <b>[9/09]</b> ; <b>BB &gt; COURSE WORK &gt; Week 2 &gt; Weekly</b>

	<ul style="list-style-type: none"> <li>Part VII from <i>The Truth about Managing People</i></li> <li>PowerPoints for Chapters 3-5 of <i>Essentials of Organizational Behavior</i></li> </ul>	<b>Chapter/Truth Exam Over Chapters 3-5 and Part VII</b>
	<b>Post on Discussion Board (DB) 1</b>	Post at least five times this week beginning at 8:00 a.m. on Monday (9/03) and ending on Saturday (9/08) at 10:00 p.m.; go to <b>BB &gt; COURSE WORK &gt; Week 2 &gt; DB 1</b> to post comments. Provide at least 2 journal (peer-reviewed) articles as evidence for comments in the DB. Review DB guidelines discussed earlier in the syllabus.
	<ul style="list-style-type: none"> <li><b>Watch It: Video: East Haven Fire Department_Managing Stress_7:37 mins</b></li> </ul>	Take <b>Video Quiz</b> before Sunday [9/09] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 2 &gt; Watch It: Video</b>
<b>9/10</b> (Week 3)	<ul style="list-style-type: none"> <li>Take <u>Practice Quiz</u> over Chapters 6-8 from <i>Essentials of Organizational Behavior</i></li> </ul>	Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 3 &gt; Practice Quiz</b>
	<b>Read and Review:</b> <ul style="list-style-type: none"> <li>Chapters 6-8 of <i>Essentials of Organizational Behavior</i></li> <li>Part II of <i>The Truth about Managing People</i></li> <li>PowerPoints for Chapters 6-8 of <i>Essentials of Organizational Behavior</i></li> </ul>	Take <b>Weekly Chapter/Truth Exam</b> over Chapters 6-8 and Part II before Sunday [9/16] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 3 &gt; Weekly Chapter/Truth Exam over Chapters 6-8 and Part II</b>
	<b>Post on DB 2</b>	Post at least five times this week beginning at 8:00 a.m. on Monday (9/10) and ending on Saturday (9/15) at 10:00 p.m.; go to <b>BB &gt; COURSE WORK &gt; Week 3 &gt; DB 1</b> to post comments. Provide at least 2 journal (peer-reviewed) articles as evidence for comments in the DB. Review DB guidelines discussed earlier in the syllabus.
	<ul style="list-style-type: none"> <li><b>Watch It: Video: Zappos_Motivating Employees Through Company Culture_9.42 min</b></li> </ul>	Take <b>Video Quiz</b> before Sunday [9/16] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 3 &gt; Watch It: Video</b>

<p><b>9/17</b> (Week 4)</p>	<p><b>Mid-Term Exam—9/17-/18;</b> Students have almost two days to take the Mid-term. It covers:</p> <ul style="list-style-type: none"> <li>• Chapters 1-8 of <i>Essentials of Organizational Behavior</i></li> <li>• Parts I, II, and VII of <i>The Truth about Managing People</i></li> <li>• DBs 1-2</li> <li>• PowerPoint Slideshows for Chapters</li> </ul>	<p>Mid-Term Exam (2 hours) due 9/18 <u>before</u> 11:30 p.m. (The exam will be available in two parts [each 60-minutes long] between <b>9/17</b> 12:00 a.m. and <b>9/18</b>, 11:30 p.m.</p> <p>Both parts must be completed <u>before</u> 11:30 p.m. on <b>9/18</b>. It does not matter which part is taken first.)</p>
	<p>1-8 of <i>Essentials of Organizational Behavior</i></p> <p>Other articles submitted by Instructor</p>	<p><b>Before 11:30 p.m. on 9/18; in BB &gt; COURSE WORK &gt; Week 4 &gt; Part A or Part B of Mid-Term Exam. This exam is available for almost two days (9/17-9/18).</b></p>
	<ul style="list-style-type: none"> <li>• Take <u>Practice Quiz</u> over Chapters 9-11 from <i>Essentials of Organizational Behavior</i></li> </ul>	<p>Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Practice Quiz</b></p>
	<p><b>Read and Review:</b></p> <ul style="list-style-type: none"> <li>• Chapters 9-11 of <i>Essentials of Organizational Behavior</i></li> <li>• Parts IV and V of <i>The Truth about Managing People</i></li> <li>• PowerPoints for Chapters 9-11 of <i>Essentials of Organizational Behavior</i></li> </ul>	<p>Take <b>Weekly Chapter/Truth Exam</b> over Chapters 9-11 and Parts IV and V <u>before</u> Sunday [<b>9/23</b>] <b>at 11:30 p.m.</b>; <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Weekly Chapter/Truth Exam over Chapters 9-11 and Parts IV and V</b></p>
	<ul style="list-style-type: none"> <li>• <b>Watch It: Video: Witness.org_ Managing Groups and Teams_5.36 min</b></li> </ul>	<p>Take <b>Video Quiz</b> <u>before</u> Sunday [<b>9/23</b>] <b>at 11:30 p.m.</b>; <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Watch It: Video</b></p>
	<p><b>Post in DB 3</b></p>	<p>Post at least five times this week starting at 8:00 a.m. on Monday (<b>9/17</b>) and ending on Saturday (<b>9/22</b>) <b>at 10:00 p.m.</b>; <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Discussion Board 3</b> to post comments. Provide at least 2 journal articles as evidence for comments.</p>
<p><b>9/24</b> (Week 5)</p>	<ul style="list-style-type: none"> <li>• Take <u>Practice Quiz</u> over Chapters 12-13 from <i>Essentials of Organizational Behavior</i></li> </ul>	<p>Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 5 &gt; Practice Quiz</b></p>

	<b>Read and Review:</b> <ul style="list-style-type: none"> <li>Chapters 12-13 of <i>Essentials of Organizational Behavior</i></li> <li>Part III of <i>The Truth about Managing People</i></li> <li>PowerPoints for Chapters 12-13 of <i>Essentials of Organizational Behavior</i></li> </ul>	Take <b>Weekly Chapter/Truth Exam</b> over Chapters 12-13 and Part III <u>before</u> Sunday [10/30] at <b>11:30 p.m.</b> ; In <b>BB &gt; COURSE WORK &gt; Week 5 &gt; Weekly Chapter/Truth Exam over Chapters 12-13 and Part III</b>
	<ul style="list-style-type: none"> <li><b>Watch It: Video: Power and Political Behavior_7.14 mins</b></li> </ul>	Take <b>Video Quiz</b> <u>before</u> Sunday [10/30] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 5 &gt; Watch It: Video</b>
	<b>Post in DB 4</b>	Post at least five times this week starting at 8:00 a.m. on Monday (9/24) and ending on Saturday (9/29) at <b>10:00 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 5 &gt; Discussion Board 4</b> to post comments. Provide at least 2 journal articles as evidence for comments.
<b>10/01</b> (Week 6)	<ul style="list-style-type: none"> <li>Take <u>Practice Quiz</u> over Chapters 14-</li> </ul>	Student must achieve at least a 70% grade on the

	15 from <i>Essentials of Organizational Behavior</i>	Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 6 &gt; Practice Quiz</b>
	<b>Read and Review:</b> <ul style="list-style-type: none"> <li>Chapters 14-15 of <i>Essentials of Organizational Behavior</i></li> <li>Part VI of <i>The Truth about Managing People</i></li> <li>PowerPoints for Chapters 14-15 of <i>Essentials of Organizational Behavior</i></li> </ul>	Take <b>Weekly Chapter/Truth Exam</b> over Chapters 14-15 and Part VI <u>before</u> Sunday [10/07] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 6 &gt; Weekly Chapter/Truth Exam over Chapters 14-15 and Part VI</b>
	<ul style="list-style-type: none"> <li><b>Watch It: Video: Organizational Culture_TWZ Role Play_9.30 mins</b></li> </ul>	Take <b>Video Quiz</b> <u>before</u> Sunday [10/07] at <b>11:30 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Watch It: Video</b>
	<b>Post in DB 5</b>	Post at least five times this week starting at 8:00 a.m. on Monday (10/01) and ending on Saturday (10/06) at <b>10:00 p.m.</b> ; <b>BB &gt; COURSE WORK &gt; Week 6 &gt; Discussion Board 5</b> to post comments. Provide at least 2 journal articles as evidence for comments.
	<ul style="list-style-type: none"> <li><b>Drop with automatic "W": 10/02 before 5:00 p.m.</b></li> </ul>	Please contact Registrar to drop class.

<p><b>10/08</b> (Week 7)</p>	<ul style="list-style-type: none"> <li>• Take <u>Practice Quiz</u> over Chapters 16-17 from <i>Essentials of Organizational Behavior</i></li> </ul>	<p>Student must achieve at least a 70% grade on the Practice Quiz in order to take the Weekly Chapter/Truth Exam. This does not count for a grade and student can take this Practice Quiz an unlimited number of times. To do this go to <b>BB &gt; COURSE WORK &gt; Week 7 &gt; Practice Quiz</b></p>
	<p><b>Read and Review:</b></p> <ul style="list-style-type: none"> <li>• Chapters 16-17 of <i>Essentials of Organizational Behavior</i></li> <li>• Part VIII of <i>The Truth about Managing People</i></li> <li>• PowerPoints for Chapters 16-17 of <i>Essentials of Organizational Behavior</i></li> </ul>	<p>Take <b>Weekly Chapter/Truth Exam</b> over Chapters 16-17 and Part VIII <b>before Thursday [10/11] at 11:30 p.m.</b>; <b>BB &gt; COURSE WORK &gt; Week 7 &gt; Weekly Chapter/Truth Exam over Chapters 16-17 and Part VIII</b></p>
	<ul style="list-style-type: none"> <li>• <b>Watch It: Video: Zipcar_ Organizational Structure_7.22 mins</b></li> </ul>	<p>Take <b>Video Quiz before Thursday [10/11] at 11:30 p.m.</b>; <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Watch It: Video</b></p>
	<p>Make-up for Mid-term for students who did not take Mid-term; this make-up is scheduled between <b>10/08-10/09</b> at 11:30 p.m.; students should check with Instructor. This is NOT an opportunity to retake the Mid-term to improve a student's grade. These dates are also the times for students to take a weekly chapter quiz they may have missed because of computer problems.</p>	<p>Format of Make-up for Mid-Term may differ from that originally scheduled; please check with Instructor to take Mid-term Make-up between 10/08-10/09. This make-up must be completed <b>before 11:30 p.m. on 10/09.</b></p>
	<p>Final Exam: Students can take final exam between <b>10/10-10/11</b> and complete <b>before 11:30 p.m. on 10/11</b>. The Final addresses:</p> <ul style="list-style-type: none"> <li>• Chapters 9-17 of <i>Essentials of Organizational Behavior</i> text</li> <li>• PowerPoint Slideshows for Chapters 9-17 of <i>Essentials of Organizational Behavior</i></li> <li>• Parts III, IV, V, VI, and VIII of <i>The Truths about Managing People</i></li> <li>• DBs since Mid-Term</li> <li>• Other articles and writings submitted by Instructor since the Mid-Term</li> </ul>	<p>Final Exam (approximately 2 hours) due <b>10/11 before 11:30 p.m.</b></p> <p>(The exam will be available in two parts [each approximately 60 minutes long] between <b>10/10</b> at 12:00 a.m. – until <b>10/11, 11:30 p.m.</b> Both parts must be completed <b>before 11:30 p.m. on 10/11</b>. It does not matter which part is taken first.)</p> <p><b>Before 11:30 p.m. on 10/11</b>; in <b>BB &gt; COURSE WORK &gt; Week 7 &gt; Part A or Part B of Final Exam. This exam is available for almost two days (10/10-10/11). There will be multiple choice questions as well as essay/short answer questions.</b></p>

**GRADING, GRADING DISTRIBUTION, AND IMPORTANT DATES:****Anticipated Grading Structure:**

<u>Assignment</u>	<u>Point Value</u>
<b>Syllabus Understanding</b> (please submit before <b>9/02</b> at 11:30 p.m. Do this by going to <b>BB &gt; START HERE &gt; Syllabus Understanding Form Submission Link</b> . [Late penalties apply and students will be unable to continue taking assessments until syllabus understanding is submitted.]	0
<b>Weekly Practice Quizzes</b> (7 @ 0 points; students must obtain a score of 7 [70%] on a practice quiz in order to take the Weekly Chapter/Truth Exam; students can take practice quizzes an unlimited number of times and students not achieving the passing score during the week will receive a zero on the Weekly Chapter/Truth Exam.)	0
<b>Weekly Chapter/Truth Exams</b> (7 @ 30 points each; each weekly exam is generally composed of items from two or more chapters from <i>Essentials of Organizational Behavior</i> and one or more parts from <i>The Truth about Managing People</i> . The exam <b>must be completed before each Sunday at 11:30 p.m., expect for week 7</b> . [Students experiencing difficulties with BB in taking these exams may be given <b>one</b> make-up opportunity for the course but the format of the make-up may be different from the original exam and will most probably given towards the end of the course. It is possible the students will be asked to write an essay/term paper in place of the exam.] To take these exams students must download Respondus link indicated earlier in the syllabus in <b>Respondus LockDown Browser</b> ).	210
<b>Weekly Video Quizzes</b> (7 @ 10 points each; this quiz is about a video selected for this week; <b>BB &gt; COURSE WORK &gt; Week _ &gt; Video Quiz</b> ; it must be completed <u>before</u> 11:30 p.m. on Sunday of each week.)	70
<b>Discussion Board Postings.</b> ( <b>Each Monday at 8:00 a.m.</b> [except the first week and last week of class] the Instructor will post items/threads for discussion. There are 5 DBs @ 40 points each; please post at least 5 times for each DB with the first post for the DB coming <u>before</u> Wednesday of each week (i.e., first post on Monday or Tuesday). DBs end at 10:00 p.m. on Saturdays of selected weeks. Generally, attach at least 2 references for each DB.)	200
<b>Mid-Term Exam</b> (Chapters 1-8 of <i>Essentials of Organizational Behavior</i> and Parts I, II, and VII, DBs, videos, and readings from the start of the semester; take between <b>9/17-9/18</b> (complete <u>before</u> 11:30 p.m. on <b>9/18</b> ); located in <b>BB &gt; COURSE WORK &gt; Week 4 &gt; Part A or Part B of the Mid-Term Exam</b> )	220
<b>Final Exam</b> (Chapters 9-17 of <i>Essentials of Organizational Behavior</i> and Parts III, IV, V, VI, and VIII of <i>The Truth about Managing People</i> , videos, DBs, videos, and readings since the mid-term; take between <b>10/10-10/11</b> ( <u>before</u> 11:30 p.m. on <b>10/11</b> ); located in <b>BB &gt; COURSE WORK &gt; Week 7 &gt; Part A or Part B of the Final Exam</b> )	300
<b>Total Course Points (TCP)</b>	<b>1,000</b>

**Anticipated Grade Distribution:**

Percentage of the Total Course Points (TCP)	Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

**OTHER INFORMATION:**

- **Important Dates to Remember:** There are several important dates for this semester. Review these by clicking on the following link and then scrolling down to Summer 2018:  
<http://www.se.edu/dept/registrar/calendar/>.
- **Key University/School Policies/Procedures**
  - **Attendance.** The Registrar's office defines attendance in online classes as:
    - ✦ Stopped Attending = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with you
    - ✦ Never Attended = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course
    - ✦ Excessive Absences = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade
  - **Equity and Non-Discrimination Statement:** Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.
  - **Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)** states: No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education's regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.'s Title IX Coordinator at 580-745-3090, titleix@se.edu, or PMB 2750.
  - **Privacy.** Available through the Southeastern Online Learning website or <http://www.se.edu/academics/general-information/students-rights/>.

- **Student Handbook:** Available at <http://homepages.se.edu/student-life/student-handbook/>.
- **SE Business Office Announcement:** Available at <http://www.se.edu/dept/business-office/>.
- **Disability Accommodations:** Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.
- **Counseling Center:** Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1-800-522-1090.
- **Graduate Catalogs:** Please see <http://www.se.edu/academics/catalogs>.
- **Honesty and Plagiarism:** This course seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Student Handbook.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

Individuals in this course are expected to conduct themselves in a manner which is both conducive to learning and is ethical. Obviously, cheating is neither conducive to learning nor ethical and will not be tolerated.

Academic honesty is expected always. All work submitted in each course must be the Learner's own and only their own. This includes all assignments, exams, and other projects required by the Instructor. The submission of another person's work represented as that of the Learner's without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. To avoid plagiarism, do not "copy and paste" into any assignments without using quotations marks and citing in APA format the source of the material. Please review the following:

Statement of Principles. Academic honesty and ethical behavior are essential to existence and growth of an academic community. These principles are central concepts in the educational experience of the student taking courses in the School of Business. A School's intellectual

reputation rests on the development and adherence to the highest standards of intellectual ethics and honesty. A commitment to these standards by a student attending any course in the School of Business is an expectation and requirement for a passing grade. Any breach of the expectations of academic honesty and academic ethics will be considered unacceptable and will merit censure.

The breaches of academic honesty and ethical behavior includes cheating, plagiarism, and the unauthorized possession of exams, papers, computer applications or other class materials that have not been formally released by the Instructor. Academic dishonesty can be simply stated as misrepresenting another's ideas and efforts as one's own. These efforts may take the form of examinations, written assignments, computer applications, research or any other work product required of the student.

✦ Definitions of Violations.

A. *Cheating*—Cheating may be defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise.

Examples may include:

--copying the work of another student during an examination OR other academic exercise (including computer exercises), or permitting another student to copy one's work; --taking an examination for another student, or allowing another student to take one's examination;

--possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise;

--falsifying or tampering with examination results; and

--completing, copying, or using the results of any other student's computer assignments.

B. *Plagiarism*—Plagiarism may be defined as the use of another's ideas or words without acknowledgement. Examples of plagiarism may include: --failing to use quotation marks when quoting from a source; --failing to document distinctive ideas from a source; and --fabrication or inventing sources.

Since plagiarism has been a significant problem more information may be helpful. Plagiarism is the failure—intentional or unintentional—to give someone else credit for his/her words, ideas, or creative work. It can range from improperly documenting a source in a paper to downloading an entire paper from the Web and turning it in as your own work. Find out more from the Southeastern library: --

[http://library.nsuok.edu/tutorials/BSOL/bsol\\_citationplagiarism.html](http://library.nsuok.edu/tutorials/BSOL/bsol_citationplagiarism.html) (turn on computer speakers for this tutorial). You may also want to refer to this site to help you avoid plagiarism: [Acknowledging, Paraphrasing, and Quoting Sources](#).

To help counter plagiarism your Instructor is using SafeAssign in BB.

C. *Unauthorized Possession or Disposition of Academic Materials*—Unauthorized possession or disposition of academic materials may include: --selling or purchasing examinations or other academic work; --taking another student's academic work without permission;

- possessing examinations or other assignments not formally released by an Instructor; and
- submitting the same paper for two different classes without specific authorization.

*D. Sanctions*—Breaches of academic honesty or academic ethics will result in disciplinary measures that may include:

- a failing grade for a particular assignment or examination;
- a failing grade for a particular course;
- suspension from the School of Business program at any level; and
- application from the School of Business to the Vice President for Student Affairs of the University for the offending student's suspension for various lengths of time or permanent expulsion from the university.

### **FREQUENTLY ASKED QUESTIONS (FAQS)**

1. **Do you give make-up exams?** Make-up exams are only available for the mid-term exam and the final exam and one weekly exam and may be of a different format than the regularly scheduled exam (e.g., a make-up essay exam may be given as opposed to a multiple-choice regularly scheduled exam) and will be scheduled and taken at a time designated by the Instructor. Make-up exams are only for those who were unable to take the earlier exams; it is not an opportunity to try to improve a score on an earlier exam. Generally, there are no make-ups for weekly chapter/truth exams.
2. **When exactly are assignments late?** Assignments are due on the day (and time, if noted) indicated in the syllabus. Assignments submitted later time or date will receive no credit or a substantial penalty unless otherwise indicated in the syllabus.
3. **Do you give extra credit work?** No, not to individual students; however, extra credit assignments are sometimes given and students will have the opportunity to earn extra credit. In some cases, students NOT doing an activity for extra credit will receive negative points for not completing the project. This is done as a means of encouraging completion of assignments consistent with “prospect theory” research demonstrating that individuals are more motivated to avoid a loss than to achieve a gain; i.e., there is loss aversion which refers to people’s tendency to strongly prefer avoiding losses to acquiring gains (see, Kahneman, D., & Tversky, A. [1979]. [Prospect theory: An analysis of decision under risk](#). *Econometrica*, 47, 263-291). More formally, loss aversion is the notion that the disutility experienced from a loss is greater than the utility experienced from a gain of the same magnitude; for example, the thought of losing \$10.00 is more impactful (motivating) than the thought of gaining \$10.00. The greater impact of negatively framed incentives ([Bad Is Stronger than Good](#)) is also predicted by the negativity bias which finds that individuals are less motivated when an incentive is framed to accrue a gain (positive framing) as compared with when the same incentive is framed as a means to avoid a loss (negative framing; see [Negativity Bias and Task Motivation: Testing the Effectiveness of Positively Versus Negatively Framed Incentives](#)).
4. **Are there excused absences?** Certainly. University-sponsored activities, medically related absences, and other family emergencies supported by appropriate written documentation are generally approved. Each situation will be personally reviewed by the instructor. However,

excused absences will not entitle the student to obtain extra credit participation points nor extra credit for other projects or exams given on absence days.

5. **How about computer problems?** Generally, not turning in assignments on time, not taking exams within the time allocated, or other computer-related issues, will not be accepted as excuses and the student will receive lesser points or no points. Please submit a BB Technical Support Request (found on BB Login page and on the page from the orientation students were instructed to print) will generate an automatic time stamped email response as evidence that the issue was reported. The Instructor is not obligated to believe unreported BB technical issues that affect course performance.
6. **Can students work ahead in this class?** No. Too much research suggests that spaced learning is better than massed learning for complex tasks like graduate work (see Noe, R. A. (2017). *Employee training & development* (7<sup>th</sup> ed.). McGraw Hill Education, p. 181).
7. **Are there any netiquette rules for this class?** Yes, please follow the following netiquette rules: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>
8. **How long should I expect to hear back about questions I have emailed or posted?** As a general rule of thumb, 24 hours or less is the goal for this class.
9. **Do you have any information on procrastination?** Sure. Please review some of these sites and what they indicate say about this problem behavior.
  - [University of North Carolina handout: Procrastination](#)

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