

Spring 2025
BA 304: MANAGEMENT AND ORGANIZATION - Section 001

COURSE SYLLABUS

SMEAL COLLEGE OF BUSINESS HONOR CODE

We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

Class Time & Location: Our class will follow a **hybrid** format. This means we will meet on Tuesdays & Thursdays, 9:05-10:20 a.m. ET, both classes will be held live and in-person, but Thursday's class will also be streamed synchronously (live) on Zoom for those preferring that option (our TA, Laila will post class participation codes via the chat box and students should speak up with questions). We will also occasionally meet asynchronously at least once during the semester. The in-person meeting location is 100 Huck Life Science Building. More information regarding class format is included on the next page.

INSTRUCTOR: Dr. Ben Elman, Adjunct Professor of Management and Organization; Principal Consultant and founder at BAE Consulting, CEO and founder at DatingAcrossThePond.com

E-mail: bpe5154@psu.edu

- ***I want you to be successful in this course, and I am available and dedicated to making that happen. If, at any time, during the semester you have a question or concern about a course concept, instructions for completing a course deliverable, or your performance in this class, please do not hesitate to contact Laila first, and then if needed please reach out to me. (Dr. Elman)***

Office Hours: I am typically available immediately after class for students wanting to chat with me outside the lecture hall. I will also host office hours by appointment only on Zoom. Please e-mail me (bpe5154@psu.edu) to schedule an appointment. I will notify the class via Canvas Announcements if I add office hours. Please note I will be available 15 minutes before and up to 30 minutes after class to answer any of your questions in person.

Communication: Outside of class, I will communicate with you via Canvas and my Penn State e-mail. Even though this is a large-enrollment course, I look forward to getting to know you. So that I can easily respond to/find your message, please include **BA 304** and a subject line that identifies the purpose of the message. E-mails should be written with complete sentences and include an acceptable greeting (you can call me Dr. Elman). I will make every effort to respond to your message within 24 hours M-F.

Teaching Assistant (TA): The TA is a critical member of the BA 304 instructional team, as we will meet on a weekly basis to discuss all aspects of the course. The TA will assist with quizzes, exams, make-up exams and project grading. She will also provide you with some limited feedback on your assignments if requested more than a week before submission deadlines. The TA will be available via e-mail and by appointment to answer your questions about course content and guidelines for course deliverables. The TA is **Laila Roslan**, email: lqr5383@psu.edu.

Course Overview

This course is an introduction to the fundamental principles and basic concepts of management. Many of you taking the course will need to wait a few more years to apply the course to managing others, but the course will be helpful identifying good managers and leaders from bad ones as you select who to work for once you graduate. It will provide techniques, best practices, and research that will help you get higher performance and an improved attitude from team and classmates. It will help you to relate management to being a team player, a captain in a team, a leader to your siblings or friend circle, the manager and leader of a task or job, the founder of your own organization or business. It will enhance the understanding of the differences between management and leadership in a wide variety of contexts – including the big business world.

The course begins with a focus on the global management environment and then shifts to the four management functions: planning, organizing, leading, and controlling. Learning will be facilitated by lecture slides, recommended textbooks, case studies and articles, participating in synchronous (live) class meetings in-person, in Zoom, and online discussions using Packback, attending in-person class meetings, completing individual and team assignments, and taking quizzes.

Course Goals

The goals of this course are to afford you insights into the four functions of management (planning, organizing, leading, and controlling); offer you opportunities to apply these concepts to your own experiences; and develop your management skills to help you succeed in and out of the classroom and in the changing global business environment.

Course Learning Objectives

After you complete this course, you will be able to:

- Describe a manager's responsibility and the skills of effective managers and leaders;
- Explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling;
- Discuss examples of the internal and external environmental factors of an organization, as well as the management functions in the world around us;
- Apply management principles to your group projects, student organizations, sports teams, employment opportunities, and your daily interactions with others; and
- Develop your management, leadership, and teamwork skills.

Class Format

Please refer to the descriptions below to learn about the expectations for asynchronous, synchronous, and in-person class meetings, respectively.

- When we have “**Asynchronous**” class days, you will complete the readings and module coursework independently. We will **NOT** meet in person or on Zoom. Note: There will be one asynchronous class meeting during the semester.

- When we have “***In-Person/Zoom***” class days, we will meet in-person or synchronously online for live scheduled class time (9:05-10:20 a.m. ET), as indicated on the Course Schedule. During these sessions, you may work with your assigned team in a breakout room, interact with remote guest speakers and panelists, and participate in some live lectures. To attend these live class meetings, please visit: (**Link <https://psu.zoom.us/j/94963004387>; Password: none**)
- When we have “***In-Person***” class days (Every Tuesday), we will meet in person for class meetings. We will meet in 100 Huck Life Science Building during our regularly scheduled class time (9:05-10:20 a.m. ET), as indicated on the Course Schedule. During these sessions, you will participate in professional development workshops, consisting of discussions and interactive activities related to the course material. Please bring these discussions to life by relating your own experiences to the content.

RECOMMENDED COURSE MATERIALS

These books are not required, but highly recommended readings. They are designed to support your lectures and are more trustworthy as a source of knowledge on this topic than using ChatGPT, YouTube, Google or other online sources. Feel free to buy an older edition (no older than five years).

Textbook 1: Lussier, R. N. (2024). *Management Fundamentals*, Tenth Edition. Thousand Oaks, CA: SAGE Publications. [The front cover pictures two rafts.]

ISBN: 9781071873496: Paperback

ISBN: 9781071873519: Electronic Version

ISBN: 9781071891377: Loose-leaf

Textbook 2: Robbins, Coulter, Long. (2024). *Management*, Sixteenth Edition: Pearson Publications.

ISBN 13: 978-0-13-809064-7: Rental Edition

Hardcover:

<https://www.amazon.com/Management-16th-RENTAL-Stephen-Robbins/dp/0138090645>

E-Book:

<https://www.amazon.com/Management-Stephen-P-Robbins-ebook/dp/B0CRZ2L44C>

Textbook 3: Kinicki, Breaux Soignet, Hartnell (2024). *Management: A Practical Introduction*: McGraw Hill Publications. [The front cover pictures a bridge.]

ISBN: 978-1-265-79537-5: Bound Edition

Kindle and Looseleaf edition:

<https://www.amazon.com/Management-Angelo-Kinicki-ebook/dp/B09HBW8MLJ>

Discussion platform (Packback): Packback is a question-based discussion platform that will be used for small, online discussions. The goal of this is for you to make connections between the course topics and current events. Note: Packback requires a paid subscription (\$40 approx. per semester per class). Refer to www.packback.co/product/pricing for more information. Also, Packback provides a limited number of Scholarship Access Codes to students who need financial aid. For more information and to learn about payment options, please contact Packback's support team (help@packback.co).

To access Packback, click on "Packback Discussion #1" in Module 1 in Canvas. There is a button at the bottom of that assignment that will load Packback in another browser tab. There, an account will automatically be created for you and be linked to the checkout page for our class community. Complete the checkout process.

Student News Readership Program: When choosing a current news story for the Packback discussions, you should use the following sources, which are available to all students **free** of charge through Penn State's Student News Readership Program: *The Wall Street Journal*, *The New York Times*, and *The Daily Collegian*. If you have not already done so, use your Penn State e-mail to register for access to these newspapers at <https://studentaffairs.psu.edu/involvement-student-life/student-services/student-news-readership-program>.

Canvas: The course Canvas page is set up by week. Within each week's module, you will see if applicable: additional reading material, guided reading questions (not graded, for your use only), prerecorded screencasts, supplemental videos, and practice quizzes.

COURSE REQUIREMENTS AND EVALUATION

You will be assessed on a combination of Packback discussion forums, individual assignments, team assignments, quizzes, and a mid-term exam. Note: * Denotes an assignment completed with assigned team.

Course Requirements	Points (%)	Due Dates (ET)
INDIVIDUAL PACKBACK DISCUSSIONS	100 PTS (10%)	
<p>(6) Packback Discussions (<i>Lowest score will be dropped. Five minimum</i>)</p> <ul style="list-style-type: none"> • #1 – Packback Discussion #1, Equity and Inclusion • #2 – Packback Discussion #2, Planning and Managing Global Business • #3 – Packback Discussion #3, Organizing & Delegating • #4 – Packback Discussion #4, Teams • #5 – Packback Discussion #5, Motivation for High Performance • #6 – Packback Discussion #6, Leadership & Emotional Intelligence 	<p>20 pts each 10 pts/Question 5 pts/Answer</p> <p>#1 5 pts/Answer #2</p>	<p>Thursdays, 11:59 p.m.</p> <p>#1 – 1/23 #2 – 2/20 #3 – 3/6 #4 – 3/20 #5 – 4/10 Tuesday, 11:59 p.m. #6 – 4/29</p>
INDIVIDUAL EXAM, QUIZZES & ASSIGNMENT	750 PTS (75%)	
<p>MID-TERM EXAM - INCLUDES:</p> <p>LECTURE 3 MANAGING DIVERSITY, EQUITY, AND INCLUSION</p> <p>LECTURE 4: CREATIVE PROBLEM SOLVING AND DECISION MAKING</p> <p>LECTURE 5: PLANNING AND MANAGING GLOBAL BUSINESS</p> <p>LECTURE 6: MANAGING CHANGE, INNOVATION, AND ENTREPRENEURSHIP</p> <p>LECTURE 7: ORGANIZING AND DELEGATING AT WORK</p> <p>*MID-TERM IS A CLOSED-BOOK MULTIPLE CHOICE EXAM HELD ON TUESDAY IN-CLASS <u>THE WEEK BEFORE SPRING BREAK ON MARCH 4TH</u></p> <p>QUIZZES WEEKLY –</p> <p>DURING TUESDAY CLASS, <u>BEGINS AFTER SPRING BREAK ON MARCH 25TH</u> (lowest score will be dropped)</p> <p>LECTURE 8: MANAGING TEAMWORK</p> <p>LECTURE 9: HUMAN RESOURCE MANAGEMENT</p> <p>LECTURE 10: ORGANIZATIONAL BEHAVIOR</p> <p>LECTURE 11: MOTIVATION AT WORK</p> <p>LECTURE 12: LEADERSHIP</p> <p>LECTURE 13: EMOTIONAL INTELLIGENCE (EQ)</p>	<p>300 pts 30%</p> <p>60 points each 300 pts 30%</p>	<p>Completed in class</p> <p>TUESDAY MARCH 4TH (THIS WILL BE IN 100 HUCK LIFE SCIENCE BUILDING AND <u>NOT ONLINE</u>)</p> <p>Completed in class</p> <p>#L8 3/25 9.10 am- 9.30 am #L9 4/1 9.10 am- 9.30 am #L10 4/8 9.10 am- 9.30 am #L11 4/15 9.10 am- 9.30 am #L12 4/22 9.10 am- 9.30 am #L13 4/29 9.10 am- 9.30 am</p>
<p>TOP HAT QUESTION BASED ON TODAY’S CLASS MATERIAL</p> <p>(I.E., 10 CORRECT FROM 20 QUESTIONS = .50 (8% X .5 = 4% GRADE)</p>	<p>80 pts 8%</p>	<p>Completed in class (at random times)</p>
<p>(Audio recorded) Interview with a manager and write-up assignment</p>	<p>70 pts (30 pts & 40 pts) 7%</p>	<p>4/27, 11:59 p.m.</p>

TEAM ASSIGNMENTS	150 pts (15%)	
Team Profile/Team Charter*	10 pts (1%)	5/1, 11:59 p.m.
Team Building Activity*	40 pts (4%)	5/1, 11:59 p.m.
Business Information Team Project (consists of 3 sections)*	100 pts (10%)	5/1, 11:59 p.m.
TOTAL POSSIBLE POINTS	1000 pts (100%)	
OPTIONAL EXTRA CREDIT OPPORTUNITIES	50 pts (5%)	
(5%) Connecting five module topics to your own personal life or work experience – 5 separate 1 full page minimum paper (no ai use beyond grammar check)	10 pts (1% each)	5/1, 11:59 p.m.

The following grading scale will be used to determine letter grades. I will post grades in Canvas.

A	925-1000 points (92.5-100%)
A-	895-924 points (89.5-92.4%)
B+	865-894 points (86.5-89.4%)
B	825-864 points (82.5-86.4%)
B-	795-824 points (79.5-82.4%)
C+	765-794 points (76.5-79.4%)
C	695-764 points (69.5-76.4%)
D	595-694 points (59.5-69.4%)
F	0-594 points (Below 59.4%)

The following outlines each course requirement.

Note: * Denotes an assignment completed with the assigned team.

Packback Discussions (Individual Assignment)

These deliverables support one or more of the course objectives:

- *to explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling; and*
- *to discuss examples of the internal and external environmental factors of an organization, as well as the management functions in the world around us.*

Packback will challenge you to be curious and to ask open-ended questions to deepen your thinking about what we are covering in class and relate topics to real-world applications, namely current events. This means you should structure well-thought-out arguments, back up your claims with evidence, cite your sources (using sources available via Penn State's Student News Readership Program), and balance efforts with conciseness and coherence in your responses. Packback considers points like a strong word

count in your response and points like the information density of your response. To help you ask these questions and present your responses, Packback will:

- give you feedback on how to improve your posts in real time while you write
- allow you to earn a Curiosity Score based on your quality or Spark (i.e., this happens when you submit one of the most curious posts), and
- check for plagiarism.

For a brief introduction to Packback Questions and why we are using it in class, watch this [video](#).

For each Packback discussion, you will post one question and respond to two of your classmates' questions. The discussions will provide you with opportunities to ask effective, open-ended questions and strengthen your critical thinking skills. Your responses will allow me to gather information about your understanding of the course material and its connection to the world around us, thus enabling me to clarify any points of confusion and optimize your learning experience. On occasion, some parts of your discussions may be shown in the course (with names removed) as fodder for our class activities. I will count your top five Packback discussion grades to calculate your final grade for this requirement **(that is, at the end of the semester, I will drop your lowest Packback discussion grade, including a zero, e.g., a missed week)**. Explicit guidelines and evaluation criteria for all Packback discussions will be posted in Canva if needed.

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Thursday 11.59PM EST deadline for the first five submissions and a Tuesday 11.59PM EST deadline for the final Packback. In order to receive full credit, you should submit the following:

- **1 Question (10 points) and 2 responses (5 points each) with minimum curiosity score of 60. Total score of 20 points.**

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click "Packback" within **Canvas** to access the community.
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to only access Packback via **Canvas**.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Individual Assignments (include Packback instructions above)

These deliverables support one or more of the course objectives:

- *to audio record and write a description of the manager's responsibility, the skills of effective managers and leaders they have and their beliefs and experiences on the topic*
- *to explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling; and*
- *to develop your management, leadership, and teamwork knowledge*

Top Hat Pop Quiz. During Tuesday classes, you will be asked to respond to up to two top hat quiz questions (multiple choice answers) where the results will show class attitudes and content knowledge in real-time. These exercises will provide you with an opportunity to check your understanding in real time, as well as allow me to gather some information about your understanding of the course material. We will have these during Tuesday class toward the end of class. **(I will drop four incorrect Top Hat answers, including a zero, e.g., a missed class).**

Interview with a Manager Assignment. For this assignment, you will interview a manager (see worksheet in Canvas for some direction around questions). You should submit an audio recording of the interview, along with your 2-page paper summarizing their responses to your interview questions and your interpretation of them in as much as possible alignment with content we have covered in class. For example, how emotionally intelligent they are, or whether they believe in motivating people with the carrot or the stick and detailing these out. Laila will provide detailed expectations in Canvas for this assignment.

Mid-Term Exam. For this exam (to be held on Tuesday 4th March in 100 Huck Life Science Building at 9.05am) it will cover content from the first half of the term (lecture 3,4,5,6 &7). This exam will not be open book. You will be prepared to be examined in terms of your knowledge of terms, and how they are used in an applied way. Meaning beyond what a term means you should be confident in knowing the basics around when these should be used in management, how, and the risks associated with them. **YOU MAY NOT HAVE YOUR CELL PHONE OR ANY ELECTRONIC DEVICE VISIBLE DURING THE EXAM.**

Weekly Quiz (after spring break until finals week). These will be 20-minute-long multiple-choice and true-false tests with approximately 13 questions. You will be tested on topics covered during the previous class and are expected to be comfortable with the application of these topics in management, such as how and when to use them and the risks and benefits associated with them.

YOU MAY NOT HAVE YOUR CELL PHONE OR ANY ELECTRONIC DEVICE VISIBLE DURING THE QUIZ.

These deliverables support the course objective: to explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling.

The quiz questions will draw on the lecture slides and discussions and any guest speakers for the designated quiz period. You **may not** use your course materials to complete the quizzes, and you **may not** ask a classmate to clarify or explain a concept during the quiz – but you may ask the TA or the

professor for clarification, but they are not allowed to give you information that will answer the question.

*You may approach the professor after the quiz to contest a question as ambiguous. If the professor agrees with your logic that question will be removed from the quiz so no student has an advantage.

- You should allow your classmates to work through the quiz on their own. You should not share your questions and answers with other people, including screenshots of any part of the quiz. Also, you should not talk about the quiz after you've completed it with others who have not yet taken it.
- **Make-up quizzes:** Should you miss a quiz, please e-mail the TA, Laila (lqr5383@psu.edu) to discuss your options. Make-up quizzes are only permitted with a documented University-approved absence. Requests for a make-up quiz must be submitted a week in advance before the quiz is given unless it is an emergency or illness. If you have an emergency or illness on quiz day that will prevent you from taking the quiz, please e-mail Laila at (lqr5383@psu.edu). Make-up quizzes may include multiple-choice, true-false, and short-answer questions, and may be different from quiz questions held in class. Make-up quizzes are generally given the following class, at 8:30 a.m. ET on Thursday.

Absence due to death of relative or pet must be supported with medical documentation to get a makeup.

- **After quizzes:** Quiz scores will be posted in the Canvas gradebook approximately 10 days after all the quiz information has been reviewed, but usually within one week following the quiz. Once the scores are posted, you may view your quiz score in "Grades" in Canvas. Should you wish to review your individual quiz results or have any questions and/or concerns related to the quiz you may request a Zoom appointment before the next quiz.

Team Assignments:

These deliverables support one or more of the course objectives:

- *to explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling;*
- *to apply management principles to your group projects, student organizations, sports teams, employment opportunities, and your daily interactions with others; and*
- *to develop your management, leadership, and teamwork skills.*

Note: All team deliverables must include the names of those who contributed to the assignment. Submissions with Team #s only will not be accepted. Submission for all team assignments should be together in one document.

Team Profile & Charter. * Your Team Profile will describe the composition of your team. Your Team Charter will be an operational document that contains your realistic expectations about how you want your team to perform (primarily concerning your work together on the Business Information Team Project), what norms and ground rules you intend to establish to achieve your desired goals, what you all add to the team in terms of your different personalities, and provisions for how you will enforce these norms or change them if they become dysfunctional. In general, your charter should embody the desires, wishes, and concerns of each member. It should be candid, flexible, and as informal/formal as your team desires. This charter should be viewed as a “living” document, meaning that you may change the rules as necessary throughout the course, as long as the change is a consensus decision, is put in writing, and everyone signs off (electronically) on the new document, and a new charter is sent to me via e-mail (bpe5154@psu.edu). Explicit guidelines and evaluation criteria will be posted in the assignment dropbox in Canvas.

Team Building Activity. * Your assigned team will plan, organize and design an original team building activity), but not actually implement it beyond a recorded presentation on PowerPoint (we recommend doing a 15 minute free zoom session you can save the file from). Consider this team-building activity to be one for a new or possibly dysfunctional team to enhance cohesiveness and results. In addition to the recorded presentation, each team member will reflect on the shared team-building activity experience, and challenges. These separate reflections should be submitted as one document from the whole team. This activity should be viewed as a means for helping you to become an effective, self-managed work team. Explicit guidelines and evaluation criteria will be posted in the assignment dropbox in Canvas.

***Note: PowerPoint recording of the presentation of the Team Building Activity must be submitted on canvas for full points. A 10% deduction of total team points will take place if this presentation is not submitted by the assignment due date. Contact Laila our TA for more information.**

Business Information Team Project (consists of 3 sections). *Your assigned team (you can create your own team if you want but otherwise will be assigned a team by the TA) will complete the project which is a paper that has three sections to be completed by the end of the term and centered on a Fortune 500 company of interest, culminating in a final project that draws content from the term slides to research you find on this Fortune 500 company. The activities will provide you with opportunities to explain and apply course concepts to one company in a team-based environment, strengthening your critical thinking, teamwork, and communication skills—all important skills for you to hone, with an eye toward a future managerial position. Please do your best to use reputable sources, and try to avoid opinion articles – a couple are fine if needed. Quotes from company leadership and previous employees, shareholder publications, employee handbooks, and data-based publications sited online are recommended (but be especially critical of company published data).

Laila our TA, will post detailed outlines of expectations for this project on Canvas after the Spring Break period.

OPTIONAL Extra Credit Opportunities:

These deliverables support one or more of the course objectives:

- *to explain the internal and external environmental factors of an organization, as well as the management functions of planning, organizing, leading, and controlling; and*
- *to apply management principles to your group projects, student organizations, sports teams, employment opportunities, and your daily interactions with others.*

Extra Credit Assignments. At the end of the semester, students have the opportunity to write a page on how elements of the chapters just read, relate to their own lives and in the context of their work experience. Any lecture topic can be discussed, but one paper per lecture topic, and there are five papers you can write across the term. **Note: It is highly recommended that students write their paper at the time that topic is being discussed. Any evidence of AI use beyond spelling and grammar will lead to student disciplinary procedures.**

Course Expectations and Policies

In addition to the course expectations and policies described below, I want to acknowledge that some of you may experience more challenges now than usual, and I ask, when possible, to communicate with me sooner rather than later in circumstances that might impede your performance in this course. Please do not hesitate to contact me (bpe5154@psu.edu).

TIPS for success in the course:

To maximize your learning and performance in this course, **you are recommended to read the assigned textbook material thoroughly.** You are encouraged to read any materials at least twice. The first reading would be a quick read to acquire a contextual understanding, write questions, and add stories of how you relate to them. The second, more careful reading would focus on identifying key concepts, analyzing the content, and critically assessing the material presented. Also, within each module in Canvas, you are expected to read/view the additional reading material, and any supplemental videos. The textbook readings and module coursework will be completed asynchronously. Furthermore, I expect you to engage fully in and contribute enthusiastically to our synchronous (live) Zoom meetings and in-person classroom meetings (*and you can expect me to do the same!*). Finally, timeliness in responding to group members is very important and students are expected to reply within 48 hours of being emailed by group members. If your team or members of your team do not respond, please keep a copy of your communication for our review.

Preparation for the synchronous or in-person coursework:

When we do have synchronous (live) class meetings on Zoom or in-person class meetings in 100 Huck Life Science Building, you should read the assigned material, and then come to class, remembering basic ideas and being able to explain course concepts. During these class meetings, we will focus on drawing connections between the course concepts, and where possible, putting the concepts into practice.

ATTENDANCE AT synchronous (Live) Zoom Meetings and IN-PERSON CLASSROOM MEETINGS:

Attendance is important for synchronous (live) Zoom meetings and in-person classroom meetings. *In fact, your presence is necessary for everyone's success in this course, particularly on days designated for*

teamwork or visits with guest speakers.. Absences on such days may impact your engagement with content and ideas shared in class, so I encourage you to keep this in mind. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

Please also consider the following:

- For synchronous (live) class meetings, as indicated on the Course Schedule, we will meet at our regularly scheduled class time, in person and on Thursdays on Zoom. If you are absent, it is your responsibility to learn what was discussed in class and/or with your assigned team. Live sessions provide you with an opportunity to ask follow-up questions in preparation for the quiz.
- For in-person class meetings, as indicated on the Course Schedule, we will meet at our regularly scheduled class time in 100 Huck Life Science Building. If you are absent, it is your responsibility to learn what was discussed in class by consulting with a classmate/teammate, the TA, or me. Considering the highly interactive nature of these meetings, the in-person sessions will not be recorded. Remember you need to complete the Top Hat questions during class, which is limited to participants within the lecture hall.
- Unforeseen challenges do arise. If you ever need to miss class for an extended period, in such a circumstance, please contact me (bpe5154@psu.edu) as soon as possible so we can determine the best course of action to make up the missed work. If your situation rises to a level of difficulty you cannot manage on your own with my support, please contact the Student Care & Advocacy Office via e-mail at StudentCare@psu.edu or by phone at (814) 863-2020 (Monday–Friday, 8:00 a.m. to 5:00 p.m. ET).

Class expectations FOR Class Meetings and beyond:

Expectations for behavior in this course are the same as the typical expectations of professionalism found in a corporate environment. Please read the following expectations carefully:

- **Arrive on time for our class meetings, in person, and on Zoom.** Silence and store your cell phone. No streaming or social media use during class on any device.
- For in-person class meetings, class time will function as a professional development workshop, consisting of discussions and interactive activities related to the course material. Therefore, laptops or tablets are not necessary to maximize your learning. Should you wish to use your ***electronic devices for taking notes, though, please be mindful that they do not serve as a distraction to you or those around you.***
- For the synchronous (live) class meetings, **use the settings in Zoom to edit your name on the display and choose how you would like to be addressed**, as I want to learn your name. If you have enough space, consider if you want to add a pronoun or phonetic pronunciation. For example, Dr. Elman (Elm-an, He/Him).
- Also, for the synchronous (live) Zoom meetings, I understand that many of you may prefer to participate in class with your computer cameras turned off. Some may do so out of religious or

faith concerns; others may simply feel uncomfortable with their image appearing on computer screens, while others may be sharing limited bandwidth that could be conserved by cameras off. Please know that I respect your personal choice for turning your camera off. In the absence of such concerns, please leave your camera on during class. You will enhance the quality of our interaction, create a more personal connection with each other and the guests, and contribute to a better, more interactive learning experience for the entire class. Whether your camera is on or off the class will go much faster when student interact much as they do when live in-class.

- **Engage with your peers, guest speakers, TA, and me in a courteous, professional manner,** and avoid comments that could be construed as rude or sarcastic.
- **You may take notes and make copies of course materials for your own use.** You may not allow others to reproduce or distribute class notes or course materials publicly without my expressed written consent, whether a fee is charged. All materials created for this course are under copyright.
- **Photographs of slides, answer keys, or any other course materials are always strictly prohibited. Your recordings of class meetings without University's permission are strictly prohibited. However, if you wish to audio record the session you may put your phone at the front of the class, with the permission of the professor, but this recording should not be published online or shared digitally with anyone else outside of this term's class roster, and should be for the purposes of studying only.**

Late submissions:

All late submissions will incur a 10% penalty until the final day of the semester.

***Packback has no late submission dates.** They literally close after the deadline – see Canvas Packback page for deadlines.

Teamwork:

Teams, including remote teams, are more important in organizations than ever before, so the structure of the course will enable you to learn to work with, exercise leadership within, and benefit from a team approach—and most importantly, to learn how to be an effective team member. In this course, you will need to develop your own team membership and team leadership skills to facilitate collaboration, cohesiveness, and performance. I urge you not to underestimate the effort required to cultivate the people skills required to develop a high-performing, self-managed work team. It is not unusual for teams to encounter conflict, however, including personality clashes, leadership disputes, or task-related problems. Treat these as normal occurrences and as learning opportunities. I expect you to try to deal seriously with solving your organization and performance problems as a team.

I am here to support you, but you should enlist my assistance mainly as a “court of last resort.” More specifically, **please make three attempts to address the issue directly with the team member before e-mailing me (bpe5154@psu.edu)**; in this e-mail, please include the date and details of your two

attempts. Or, if a team member has missed two meetings (in/out of class), contact me; in this e-mail, please include the date and details of the three missed meetings.

24/7 Grade Appeal for Individual and Team Assignments:

Note: This does not apply to extra credit opportunities.

For the first 24 hours after a grade is returned on an individual and team assignment, you are not permitted to contact me about a grade dispute. Instead, I'd like for you to please take the time to 'sit with it.' After that first day, you then have seven days (including weekends) to contact me to appeal the grade. You will be required to send me a written statement, making a clear case for the appeal. In some cases, I may also ask you to discuss the appeal with me during a virtual office by appointment. I will carefully consider your written appeal. This may or may not result in a change of grade. Note: This grade appeal policy applies to *all* individual and team assignments in the course, including grades of 0 given for work that was not turned in.

If you wish to appeal a grade, please send your assignment to me via e-mail at bpe5154@psu.edu, along with a written statement describing the issue you have with your grade. The written statement should:

1. Articulate clearly why you feel the grade you received does not align with the work submitted and discuss the grounds on which you are noticing this misalignment.
2. Explain how you believe your work meets the provided parameters for the assignment and evaluation rubric (where applicable).
3. Be as specific as possible. Focus on the facts and avoid emotional language.

Note: If you'd like to appeal for reasons other than a belief that the grade does not reflect your effort, please speak with me during virtual office hours or at another time, by appointment, to discuss your concern within the seven days after grades have been returned.

Final Course Grade:

At the end of the course, the grade you earn is the grade you will receive. You may not retroactively do extra work or complete extra credit to earn a higher grade. You will not be "bumped up" for being close. The Packback discussions (dropping the lowest score), quizzes (dropping the lowest score), Top-Hat questions (dropping the lowest four scores), and the extra credit opportunities (Module Assignment) serve as built-in buffers for your grade.

Academic Integrity in this course

The Penn State Values (<http://values.psu.edu>) are our shared ideals about how people should act toward one another, the standards to which we hold ourselves, and those beliefs we find important. Although aspirational, the Penn State Values articulate our ethical principles and should guide our actions and decisions as members of the Penn State community, including in this course:

- **Integrity:** We act with integrity and honesty by the highest academic, professional, and ethical standards.
- **Respect:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.
- **Responsibility:** We act responsibly, and we are accountable for our decisions, actions, and their consequences.
- **Discovery:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.
- **Excellence:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.
- **Community:** We work together for the betterment of our University, the communities we serve, and the world.

Drawing on the Penn State Values, I take academic integrity very seriously. I take this seriously because it is not only important for your success in this course and at Penn State, but integrity and the Penn State Values apply to the world more broadly, and these principles are essential in the professional workplace, especially in management, where you will be using the content of this class.

According to the University Code of Conduct: Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. You must neither engage in nor tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used in another course without informing the instructor, or tampering with the academic work of other students. The use of unauthorized/prohibited tools and technologies and the misrepresentation of one's work, words, results, processes, or ideas, in whole or in part, without attribution, constitutes an academic integrity violation. Accordingly, submitting artificially generated text to gain an academic advantage would qualify as an academic integrity violation if course or assessment policies prohibit use.

Any violation of academic integrity will be investigated and, where warranted, corrective academic and/or disciplinary action will be taken. For every incident, in an undergraduate course, where a penalty is assessed, an Academic Integrity Incident Report must be filed. Additional information is available on the Smeal College of Business Honor and Integrity website:

<https://www.smeal.psu.edu/integrity/integrity-violation-process>.

In addition to abiding by the University Code of Conduct, you are expected—as a student in this business course—to abide by the Smeal Honor Code: *We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.* I also encourage you to sign the Honor Code in Canvas (in Module 0).

In completing work for this course, you are also expected to abide by the following academic integrity guidelines:

- You are required to use and sign the Academic Integrity Pledge on all individual and team assignments and quizzes:

Academic Integrity Pledge

"I_ [student name]_affirm that I have neither given, received, nor witnessed unauthorized aid on this deliverable and have completed this work honestly and according to the professor's guidelines."

- All work you submit for grading or academic credit is designed to reflect your knowledge and skill related to the course subject matter. Therefore, unless otherwise indicated, all work submitted is to be done on an individual basis. This includes but is not limited to all online discussion posts, written assignments, and quizzes. Note: Unless otherwise indicated, the use of online sites or technologies such as ChatGPT or language translators are prohibited.
- For team assignments, each team member is expected to contribute fully to the team by including a team member's name on an assignment, you are affirming they contributed substantively to the assignment. If a team member does not contribute, the team should not "cover" for that individual.
- When writing anything based upon secondary sources including websites, be extremely careful to cite all sources used and to do so accurately. If you use exact words, especially if you capture someone's exact words, you must put quotation marks around the cited material to acknowledge that these are not your own words. You must also include a reference or works cited page with your submission. (See Purdue Online Writing Lab for research and citation resources, https://owl.purdue.edu/owl/research_and_citation/resources.html).
- Remember, plagiarism is claiming work as your own that you have copied from another person, whether that other person knows about it or not. This includes copying from websites without proper source citation and using papers prepared by current or past students whether working as an individual or working in a group / team. This also includes submitting work previously completed for an assignment (in this course or another course) without my permission, i.e., you cannot reuse an assignment you previously prepared for this class (if you're taking it for a second time) or another class.

- Should you observe any violations of academic integrity, I expect that you will embrace your responsibility to hold each other accountable and you will share your observations with me, the TA, and/or discuss your concerns directly with your classmate(s).

According to University Policy G-9: Once a student has been informed that academic misconduct is suspected, the student **may not drop the course** during the adjudication process. Any drop or withdrawal from the course during this time will be reversed. A student who has received an academic sanction because of a violation of academic integrity may not drop or withdraw from the course at any time. These drop actions include regular drop, late drop, withdrawal, retroactive late drop, and retroactive withdrawal. Any such drop action of the course will be reversed. This drop policy may be superseded in exceptional circumstances (i.e., trauma drop). In these cases, the Office of Student Accountability and Conflict Response or their designee will confer with the Dean of the College or his representative to determine if the drop is warranted. For more information on University Policy G-9, visit <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>.

Additional important information

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Disagreements or Complaints Relating to Penn State Coursework, the Instructor, or a Fellow Student: In the event you have a class-related disagreement or complaint with the instructor or fellow student, you are advised first to address the matter with the course instructor privately. If the matter remains unresolved, you may contact the department chairperson of the departmental unit offering the course. Only after these steps have been followed may the Dean's Office be able to engage its authority to resolve the matter. Each party is encouraged to resolve the dispute with those immediately involved. For more information, refer to Penn State Policy G-10: Grade Mediation and Adjudication at: <http://undergrad.psu.edu/aappm/G-10-grade-mediation-adjudication.html>.

students with disabilities: Penn State and the Smeal College of Business welcomes students with disabilities to all its classes, programs, and events. Student Disability Resources, in 116 Boucke Building, provides a vast array of services for students with disabilities according to mandates under Title II of the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. For more information or to meet with a service provider from Student Disability Resources, contact them at (814) 863-1807 (V/TTY) or visit their website at: <http://equity.psu.edu/sdr>.

To receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services>. If the documentation supports your request for reasonable accommodations, the Student Disability Resources office will provide you with an accommodation letter. Please share this letter with your instructor and discuss the accommodations with them as early in the course as possible. Adjustments will be made based on the recommendations in the accommodation letter. You must follow this process for every semester that you request accommodations.

Affirmative Action & Sexual Harassment: Penn State is committed to a policy where all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status. Related inquiries should be directed to the Affirmative Action Office, in 328 Boucke Building.

Educational Equity and Report Bias: Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias web page at: <http://equity.psu.edu/reportbias/>.

COUNSELING & Psychological Services STATEMENT: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The University offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity, and sexual orientation:

- Counseling and Psychological Services at University Park (CAPS): Contact them at (814) 863-0395 or visit their website at: <http://studentaffairs.psu.edu/counseling/>
- Counseling and Psychological Services at Penn State Campuses: Visit their website at: <https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>
- Penn State Crisis Line (24 hours/7 days/week): (877) 229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741
- National Suicide Prevention Lifeline: 988

Student Care & Advocacy: College life can be confusing and overwhelming, and sometimes you just need someone to help you sort things out. Student Care & Advocacy is committed to helping students facing unforeseen challenges navigate Penn State's structure in close and careful collaboration with campus and community partners. Their case managers welcome any opportunity to provide consultation and direct you to the resource best equipped to meet your needs. Please call 814-863-2020 or e-mail Studentcare@psu.edu to make an appointment.

THE LION'S PANTRY: The Lion's Pantry was created, by students for students, to address the issue of food insecurity at Penn State University Park campus. Every student with a valid Penn State ID may access The Lion's Pantry services. For more information on the pantry's hours and locations, visit thelionspantry.psu.edu.

University Policy AD95 Information Assurance and IT Security, and AD96 Acceptable Use of University

Information Resources: Students are prohibited from using their Penn State access account (e.g., Canvas e-mail) for unacceptable uses. In this class, examples of unacceptable uses include students' soliciting for any products or services (e.g., class note services such as Nittany Notes or LionTutors), distributing student organization information or information from a company, and disseminating personal commentary. Any e-mail incidents violating these policies will be reported to Penn State's Office of Information Security, the Smeal College of Business, and Penn State's Office of Student Accountability and Conflict Response. Only the course instructor is authorized to send mass e-mails through Canvas.

Penn State Hotline: You can report issues and/or ask questions via phone at 1-800-560-1637 or online at: <https://universityethics.psu.edu/penn-state-hotline>.

This link sends you to Penn State College Smeal policies and university specific policies, along with news:

<https://courses.smeal.psu.edu/Course-Resources/courseorientationmaterials/2021/08/smeal-ri-syllabus-part-2.html>

<https://bulletins.psu.edu/university-course-descriptions/undergraduate/ba/>