UTRGV

MGMT 6330: Organizational Behavior 03 V
SYLLABUS
Spring 2021
Revised: August 3, 2020
Subject to any new Texas legislative mandate changes.

COURSE INFORMATION:
Meeting times: N/A.
Meeting location: Blackboard.
Course Modality: Online Asynchronous Course (OASYNC).

INSTRUCTOR INFORMATION:

Instructor Name: Azucena Herrera

Phone: (956) 665-3351 (**not available in office due to covid-19**).

E-Mail: azucena.herrera@utrgv.edu

Office location: Online.

Office hours: By appointment (zoom meeting), in business days/hours.

WELCOME

Greetings and welcome to the Spring 2021 Module II. My name is Dr. Azucena Herrera. I am your Organizational Behavior instructor. I am collaborating for Management Department at College of Business and Entrepreneurship (COBE), University of Texas (UT) Rio Grande Valley. I hold a MBA and Doctoral degrees in Business Management, and a BBA in Accounting. I have been teaching for graduated and under graduated programs for 16 years, in three prestigious state universities. I am excited to be leading you in a discovery of the fundamentals of Organizational Behavior.

INTRODUCTION TO COURSE MODALITY STATEMENT

This course will be delivered **entirely online (Online Asynchronous Course*)** in an accelerated format through the course management system Blackboard Learn (BB). You will use your UTRGV account to login to the course from the My.utrgv.edu site and under applications click on Blackboard Learn. Students **are not required to be available at a specified period of time**. Instead, students are expected to complete work on a weekly basis. To be successful, students should:
-   read the material in the book for the assigned week
-   read the PowerPoints provided to accompany the chapters in the book
    o   the PowerPoints have an audio component provided by a UTRGV colleague
-   review additional materials under the weekly module to help gain a better understanding of the material
-   Participate in the weekly online discussions and submit posts by the due dates
-   Study and take 3 exams. Exams will be given online using the Respondus Lockdown Browser and Monitor.

*Online Asynchronous Courses (OASYNC)**:** These courses will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule. Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. Your instructors will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus.

COURSE DESCRIPTION

CATALOG DESCRIPTION: An analysis of formal organizational theory and the interrelationship of individuals in organizations. A study of the organization as a system of authority, status, leadership, direction, culture, ethics, communication, and influence.

DETAILED COURSE DESCRIPTION: The goal of this course is to examine theories and issues in Organizational Behavior (OB), including their application to real-world organizational situations in the workplace and other organizational settings. Our topics will include motivation, work attitudes (e.g., job satisfaction and organizational commitment), perception, decision-making, diversity, leadership, job satisfaction, groups/teams, and individual attributes (e.g., personality and values). We will examine knowledge and theory in these areas to understand human behavior and apply it to meet individual and organizational goals, such as furthering a person's career and improving organizational effectiveness.

PREREQUISITE (S):

MGMT 3361 and Junior standing.

COVID-19 RESOURCES:
Please visit the UTRGV COVID-19 Website via the following link for the most up-to-date information and resources (https://www.utrgv.edu/coronavirus/index.htm). This includes information on self-screening questions, links to forms for travel and contact, etc.

Boilerplate language on self-screening and reporting is currently being developed.

Face Covering Protocol:
As part of the university's ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators, and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

TEACHING PHILOSOPHY

My philosophy of education is that all students must have an educational environment where they can grow. It is my desire to create this type of atmosphere where students can meet their full potential. I will assist my students to link the course with their professional and life/needs, to express their ideas and take risks, to accept themselves for who they are, as well embrace the differences of others.

Student Learning Outcomes	Program Student Learning Outcomes	Standards	Major Course Requirement/Major Assignment/Examination
1. Gain an understanding of the major theories, issues, and research in the field of Organizational Behavior.	Leadership	Demonstrate an understanding of the field	Assignments, Discussions, Examinations

		of Organizational Behavior	
2. Gain insight into how to apply Organizational Behavior theories and concepts to common organizational and business situations.	Communication	Demonstrate the ability to communicate in a manner consistent with the learnings of this field	Assignments, Discussions, Examinations
3. Gain an appreciation of the role that Organizational Behavior plays in the overall effectiveness of organizations.	Critical Analysis and Decision Making	Demonstrate the ability to analyze information and reach decisions for the organization	Assignments, Discussions, Examinations

College of Business & Entrepreneurship Learning Goals

The Robert C. Vackar College of Business Entrepreneurship has adopted the following learning goals and objectives that each student should achieve while in the degree program. Not all goals and objectives are covered in each course; however all goals and objectives should be addressed throughout the degree program.

MBA *College of Business & Entrepreneurship Learning Goals*	*This course contributes to the following College of Business & Entrepreneurship learning objectives:*	*Measured*
Leadership	✓	• Exam covering leadership topic
Communication	✓	• Exam covering communication topic • Discussion on communication topic • Assessment of communication component of all chat/discussions
Critical analysis and decision making	✓	• Case analysis (critical analysis) • Exam covering individual and group decision making topic • Case and reading discussions on decision making topic •
Global perspectives	✓	• Exam covering culture and organizational behavior
Ethics	✓	• Exam covering ethical decision making and authentic leadership
Major Management Learning Goals		
Students will demonstrate an understanding of the principles and procedures used by businesses in the management of personnel	√	• Case Analysis (Critical analysis) • Exams covering organizational behavior
Students will demonstrate	√	• Case Analysis and discussions

understanding of operations planning and processes		
Students will demonstrate proficiency in written communications	√	• Case Analysis and discussions

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives helps us to achieve this mission.

TEXTBOOK, READINGS, CASE AND RESOURCE MATERIAL.

List of required textbook, readings/case course pack, and resource material necessary for this course.

I. **Robbins & Judge (2016). Essentials of Organizational Behavior (14th ed.) Pearson. ISBN-13: 978-0134523859**
Retail price: New $186.50; used $140.00.
The choice of the electronic version of the textbook is up to the student´s preference **Digital ISBN-13: 9780134524719.**

II. **Readings and case packet.** Readings will be assigned during the course and will be considered in the weekly online activities. The packet includes six articles and one integrative case, available for purchase online directly from Harvard Business School Publishing Education on the link: **https://hbsp.harvard.edu/import/811172**, under the Coursepack "Spring 2021 Module II, MGMT-6330 Organizational Behavior, 03V" from March 4th to April 30th, 2021. Retail price: $4.25 each article/case; $29.75 packet.

 1. HBR Reading: Creating the best workplace on earth. Goffee & Jones. Harvard Business Review. May 2013, 91(5): 90-106

 2. HBR Reading: What makes a leader? (Emotional intelligence). Goleman. January 2004: 1-11.

 3. HBR Reading: Managing oneself. Drucker. (1999) 83(1), 100-109. (also reprinted 2005)

 4. HBR Reading. How Pixar fosters collective creativity. Ed Catmull. September 2008 86(9): 64-72.

 5. HBR Reading: Harnessing the science of persuasion. 79(9), 72-81. Cialdini.

 6. HBR Reading: What leaders really do. November 1997 (and December 2001). Kotter.

 7. Integrative- HBS case: Mount Everest 1996.

 Additional readings may also be posted in the course website.

III. Course on Blackboard.

GRADING POLICIES

GRADED ASSIGNMENTS	POINTS
Exam 1	150
Exam 2	150
Exam 3	210
Total exams:	510
7 online activities worth 70 points each	490
GRAND TOTAL	***1000***

NO MAKE UP EXAMS ARE ALLOWED ONCE THE WINDOW TIME CLOSE.
NO MAKE UP ASSIGNMENTS ARE ALLOWED ONCE THE WINDOW TIME CLOSE.

Your letter grade depends on your points:
A = 900-1000 points (90-100%)
B = 800-899 points (80%)
C = 700-799 points (70%)
F = 699 points or less (< 69.99%).

Viewing Grades in Blackboard: Grades and running total will be posted in Blackboard. You can do your own math to calculate your ongoing and expected grade. Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points. Your instructor will update the online grades each time a grading session has been complete—typically four business days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course. Click on "My Grades" area in the Blackboard course menu to see your current grades. Please note that grades and assignments may not be visible if grading is in progress.

SOFTWARE/HARDWARE REQUIREMENTS:

This is an online class. To participate in the class, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills: You are expected to be proficient with installing and using basic computer applications, enabling, and disabling pop-up windows in an internet browser, and send/receiving email attachments.

Required Software
• Google Chrome or Mozilla Firefox or MS Office's Internet Explorer or Mac Safari
• MS PowerPoint
• MS Word (or similar word processing software where you can cut and paste)
• **Respondus lockdown browser and Monitor (for exams – to be downloaded from Blackboard)**
• Virus protection

Blackboard is overseen by the Center for Online Learning, Teaching, and Technology (COLTT). Please contact them with any issues and problems with blackboard, including technical problems during an exam. COLTT staff are the experts on BB issues and problems, not the instructor. You can email them, call them, or stop by (see info on first page). You can also submit a ticket through https://colttapps.utrgv.edu/helpme

Respondus Monitor Notice:
Your enrollment in this course requires that you use Respondus Lockdown Browser and Respondus Monitor for online assessment proctoring. Lock Down Browser is a custom browser that locks down the testing environment within Blackboard and replaces regular browsers such as Chrome, Firefox, and Safari. Respondus Monitor requires you to have a webcam and microphone as it will record you while taking your assessment. **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.**

You can find more detailed information on Lockdown Browser and Monitor at UTRGV.edu/online.

BLACKBOARD SUPPORT
If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.
Support Tickets Submit a Support Case via our Ask COLTT Portal

24/7 Blackboard Support
Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

UTRGV POLICY STATEMENTS

EMAIL COMMUNICATION POLICY:
University policy requires all electronic communication between the University and students be conducted through the official University supplied systems or Blackboard for course specific correspondence. It is the only way we can verify that the emails come from the person taking the class. Therefore, please use your UTRGV assigned email or Blackboard account for all correspondence with UTRGV faculty and staff. Please note your class number in all email correspondence.

USE OF RECORDINGS AND INSTRUCTIONAL COURSE MATERIALS:

The use of course technology is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV's acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with

*whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action under UTRGV HOP Policy STU 02-100 Student Conduct and Discipline.*

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the Vaquero Honor Code's shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through Vaqueros Report It.**

Applying academic honesty/integrity in online discussions: Some of the discussions will be open and you may be able to see what other people have written before your initial post. You are required to present your own thoughts, opinions, and ideas in your initial post and to comment on other people's thoughts, opinions, and ideas in any subsequent posts. The Blackboard environment makes it tough to limit visibility of discussion posts. So, you may be able to read other people's work to comment on it. Please see the note on academic integrity. Entries can and will be checked and paired to the book and to one another for plagiarism using Plagiarism Software. You are encouraged to collaborate and discuss the readings with each other at any time. However, you should do your own work for the posting! If commenting or using someone else's point, acknowledge their contribution and yours (e.g. Student X said Y, my opinion on this point is Z). Problems with plagiarism will be dealt according to University rules and students engaging in plagiarism are likely to receive penalties ranging from an F in the assignment and/or the course, to expulsion from the University.

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at www.utrgv.edu/mySAS and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: Pregnancy Accommodations Request Form https://www.utrgv.edu/pregnancy

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1   February 24-March 2, 2021
Module 2   April 20-27, 2021

SEXUAL MISCONDUCT and MANDATORY REPORTING:
In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student's time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101A (956) 665-7120
Career Center CareerCenter@utrgv.edu	BINAB 1.105 (956) 882-5627	ESSBL 2.101 (956) 665-2243

Center Name	Brownsville Campus	Edinburg Campus
Counseling Center Counseling@utrgv.edu Counseling and Related Services List	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
Food Pantry FoodPantry@utrgv.edu	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

Other Course Information

ATTENDANCE:
This is an online accelerated class. To be successful, students are expected to comply with the class schedule and complete all assignments and exams. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

TIME COMMITMENT: Online courses are just as time intensive and may be more rigorous than face-to-face courses. Many students claim that online courses require more time, time management, and commitment. You can factor in that the time you typically spend in a face-to-face class in a long semester (3 hours a week for 16 weeks) will be spent in online coursework, aside from the time spent in assignments common to both formats. Traditionally, in a long semester, a class meeting for 3 hours a week requires 6 hours of work outside the classroom, while for a typical master's level course load is 9-hour a week. The time you spent in activities necessary to go to class (e.g., commuting, parking) would be spent in required online activities (e.g., downloading software, getting familiar with Blackboard, and dealing with technical issues). ***Based on this, schedule at least 10 hours a week for reading, studying, and completing assignments.*** Falling behind in this course is problematic because the concepts we cover are cumulative. Not becoming proficient with information and objectives presented in a particular week can lead to low scores for that week and in subsequent weeks.

DETAILS ON EXAMS AND REQUIRED ACTIVITIES

Weeks open on WEDNESDAYS at 12:00 a.m., and close on TUESDAYS at midnight (11:59 PM). Weeks 1-5 have an intermediate deadline (SUNDAYS 11:59 p.m.).

- **Discussion Board (DB) for weeks 1-5 includes TWO STAGES: first one due on Sundays at 11:59 p.m., and second one (starts on Mondays 12:00a.m.) due on Tuesdays 11:59 p.m. (For more information, review DB instructions).**
- **Wiki for week 6 is an in team activity and due on Tuesday 11:59 p.m.**
- **DB for week 7 due on last course Tuesday 11:59 p.m., and comments to classmates´ posts are optional.**

NO MAKE UP ASSIGNMENTS ARE ALLOWED

1. EXAM MECHANICS: Examinations will be based on the textbook material, online presentations (Power Point). You will NOT be tested on the packet cases or readings, but the information on the readings will complement the textbook and will help you on the exam. **There will be a time limit**. **You will not have time to research the questions during the**

exam. However, you will be able to access your printed notes and printed materials. The purpose of the time limit is consistent with the online examination format given that a "closed-book" requirement is impossible with the course format. The goal is to reward people who have studied and prepared for the exam instead of trying to find the right answers while taking the exam. **There will be 3 exams in this course.** Please study and prepare for the exams. They account for 51% of the grade. **NOT MAKE UP EXAMS ARE ALLOWED.**

Students will have a window of a few days to take their online exams. The window will include time during which students are able to contact COLTT Blackboard support during their office hours if needed. **Taking the exam during business hours is recommended**, but not necessary. Most technical problems with exams can be resolved (the most common being computer freezing or you losing the internet connection and missing the time allocation). There will be more information of the exams when time is due. **FOR HOLD EXAMS IT IS REQUIRED TO INSTALL RESPONDUS LOCK DOWN AND MONITOR. COLTT IS THE PROPER AND AUTHORIZED SUPPORT AREA TO ASSIST STUDENTS WITH INSTALLATIONS.**

2. ONLINE ACTIVITIES/DISCUSSION MECHANICS: We will consider several readings and cases for the online activities and discussions. A variety of assignments will be used and may include (a) discussions, (b) blog entries, (c) chat sessions, and (d) wikis. This variety of assignments may implement individual and group work, discussion, and work that will not be visible to other students. My role in discussion boards is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Due Dates: Please refer to the **Calendar of Activities** to see all due dates.

Weeks open on WEDNESDAYS at 12:00 a.m., and close on TUESDAYS at midnight (11:59 PM). Weeks 1-5 have an intermediate deadline (SUNDAYS 11:59 p.m.).
- *Intermediate due date: SUNDAYS at midnight (11:59 PM).*
- *Final due date: TUESDAYS at midnight (11:59 PM).*

Work will be graded *__individually__* (group activities if used, such as wikis and/or discussion boards, will get individual grades based on individual contribution to a group's final product).

Grading of Entries: The **quality** of the discussions depends on what students contribute to them in terms of reading, preparation, and writing. I expect this contribution to be of the highest caliber for students to learn from one another by using their knowledge and experience for the benefit of everyone involved. **In terms of quantity, the typical entry for a post is 1000-1200 words**. **For the final integrative case, the entry should be 1200-1500 words.** We can use this as a rough guide, but some deviations are natural. Actual size limits may be imposed if deemed necessary in order to have some order and avoid posts that are too short (or long). More importantly, we must think about the quality of the post. The following rubric should be helpful to think about the quality and will be used as a grading format.

It is a good idea to *insert lines and spaces in your posts*, or even *use bold/italics/color/bullet points/numbers if you want to emphasize your own points* to the instructor and to each other. It is also required to write and save your work in MS WORD, then cut and paste it into the discussion. Keep in mind, the current version of Blackboard may erase spaces when you copy and paste from word, depending on your browser, but these must be inserted/corrected after you complete the paste into provided Blackboard space.

Posting Entries: Post entries directly in the assigned area within each module (found in the discussions section of BB or by following the "click me" sign in). *__DO NOT ATTACH WORD DOCUMENTS__* (so students and instructor avoid having to download each specific entry). **Notice that any assignment submitted via email is not valid**.

Group Collaboration Mechanics: In some cases, students will be assigned to a small group. If these assignments are made, students will be required to engage in collaboration activities in the BB environment, including discussion and

wikis. **Individual grades** will be assigned. Wikis may receive group feedback, but individual contribution will be assessed and graded.

MISSED DEADLINES AND LATE WORK*:* Missing an intermediate deadline (Sundays 11:59 p.m.) on a discussion board (DB) will be penalized with a 20% reduction of the grade if the post(s) are made within the first 24 hours. Missing an intermediate deadline 48 hours will receive a 40% reduction. **NO MAKE UP ASSIGNMENTS ARE ALLOWED ONCE THE WINDOW TIME CLOSE.** It is recommended that students complete work with ample time before the work is due. **Please note, these deductions will be made in addition to any deductions made for the work itself.**

STUDENT COMMUNICATION SKILLS: All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written work, including strategies for developing ideas, **citing in text and listing references (APA format)**, writing style, wording, phrasing, and using language conventions. Students must use non-racist and non-sexist language and include evidence and theoretical references to support their thesis/ideas in the discussions and projects. Students with personal work experience are encouraged to describe it when relevant, and to integrate it with the theoretical knowledge they are learning.

GRADING RUBRICS FOR ONLINE ACTIVITIES

    A. **General Rubric for online activities.**

Elements in order of importance	A	C-B	D-F
Content (40%)	Successfully analyzes the case/reading and answers all or almost all of the questions. Student **integrates insights from the text and individual experience.** Conceptual and experiential support is offered and makes sense.	Response answers the assignment question with only minor digressions. There is appropriate and sufficient use of the text, paired with some support from experience. Paper shows that the student read and understood but may not be able to apply the readings to their full extent.	Response attempts to answers the major questions but has some digression. At the end, the questions are not answered in their entirety. There are some arguments supported by the text, but they are too limited.
Analysis & Critical Thinking (30%)	Response exhibits strong higher-order **critical thinking and analysis/synthesis.** Entry shows **original thought** that uses and goes beyond the text/case.	Response generally exhibits higher-order critical thinking and analysis. The entry shows some original thought, but mostly copies or repeats arguments without sound personal arguments (*a very good summary of the reading*)	Response exhibits limited higher-order critical thinking and analysis. The entry shows limited understanding of the material.

Structure (20%)	Evident, understandable, structure. A solid **introduction** that presents the issue and piques the reader interest, and a strong **conclusion** that integrates the entry and also leaves the reader wanting to know more. Excellent transitions from point to point. **Appropriate use of citations and references in APA* format**.	Generally clear and appropriate, though occasionally wanders into unrelated points. The introduction and conclusion only summarize the major points of the case/entry and may seem repetitive. May have a few unclear transitions, or a few paragraphs without excellent flow. **Includes citations and references in APA* format.**	Generally unclear. Often wanders or jumps around. Repetitive. There are few or weak transitions, and each paragraph may not support a major point. Lacks an introduction and/or ends abruptly. **It does not include citations or references in APA* format.**
Mechanics 10%)	Virtually **free of errors** in grammar, spelling, and punctuation.	Minor errors. Demonstrates strong understanding of accepted rules of grammar, punctuation, manuscript formatting. It is readable.	Mechanics and format errors. Problems with grammar. The entry is ambiguous and is affected in readability.

*American Psychological Association (APA).

B. **Rubric for MBA Goal #3: To develop students' managerial and leadership capabilities.**

	Exemplary (100-90%)	Competent (89-70%)	Developing (69-0 %)
Use of Leadership Theory as an Analytical Tool **25%**	Student probes the issues deeply providing specific examples and linkages with theory to provide a framework for understanding the underlying causes of the issue.	Student generally provides detailed accurate linkages between leadership theory and the topic. Student provides analysis of underlying issues, although some analysis is superficial or misapplied.	Student focuses on recapping the research found in the literature but does not analyze or provide adequate linkages to theory.
Situational Analysis and Problem Statement **25%**	Student identifies and describes a reasonably complete set of problems or issues present in the leadership situation. Articulates a degree of interrelatedness and complexity in describing elements of the problem.	Identifies and describes a few salient problems or issues. Does not analyze the problems in depth nor articulates their interrelatedness and complexity.	Fails to analyze the problem and simply restates the facts. Jumps immediately into solutions without analyzing the situation presented.
Identifies situational, contextual and	Student identifies the situational, contextual or cultural aspects of an	Student has some understanding of the situational, contextual, and	Student has difficulty understanding and identifying the

cultural aspect of organizations effectively **25%**	organization or country required to improve the productivity of the individuals in the organization or situation.	cultural aspects of an organization or country relative to improving its productivity.	situational, contextual and cultural aspects of an organization or country.
Managerial Implications **25%**	Student is able to offer managerial implications and concluding remarks on the lessons learned.	With limitations, the student is able to articulate the impact the leader, organization or subject has on the management or leadership of the organization.	Has limited understanding and difficulty analyzing the managerial implications of the research topic.

CALENDAR OF ACTIVITIES:

Subject to Change

Module Starts		End: work is due	Topic	Robbins & Judge Textbook	HBR Readings/HBS Cases & Assignments: (https://hbsp.harvard.edu/import/811172)
1	Wed. 3/10	Tue 3/16	Introduction Diversity	Ch. 1& 2	Discussion board 1. HBR Reading: Creating the best workplace on earth. Goffee & Jones. Harvard Business Review. May 2013, 91(5): 90-106
2	Wed. 3/17	Tue 3/23	Attitudes & Job Satisfaction Emotions & Moods Work Stress	Ch. 3, 4 & 17 (stress section only)	Discussion board 2. HBR Reading: What makes a leader? (Emotional intelligence). *Goleman*. January 2004: 1-11.
Exam 1 – Chapters 1-4, & 17 (stress only) Window (Friday 3/19 – Tuesday 3/23)					
3	Wed. 3/24	Tue 3/30	Personality & Values Ch. 5&6 Perception & Individual Decision Making		Discussion board 3. HBR Reading: Managing oneself. Drucker. (1999) 83(1), 100-109. (also reprinted 2005)
4	Wed. 3/31	Tue 4/6	Motivation Concepts and applications	Ch. 7 & 8	Discussion board 5. HBR Reading. How Pixar fosters collective creativity. *Ed Catmull.* September 2008 86(9): 64-72.
Exam 2 – Chapters 5-8 Window (Friday 4/2 –Tuesday 4/6)					
5	Wed 4/7	Tue 4/13	Communication Negotiations and Conflict	Ch. 11 & 14	Wiki (in team) 5. HBR Reading: Harnessing the science of persuasion. *79*(9), 72-81. *Cialdini.*

				Ch.		
6	Wed 4/14	Tue 4/20	Leadership Power and Politics	Ch. 12 & 13	Discussion board (in team) 6. HBR Reading: What leaders really do. November 1997 (and December 2001). *Kotter*.	
7	Wed 4/21	Tue 4/27	Group Behavior and Work Teams	Ch. 9 and 10	Discussion board 7. Integrative- HBS case: Mount Everest 1996	
Exam 3 - Chapters 9-14. Window (Friday 4/23 to Tuesday 4/27)						

The UTRGV academic calendar can be found at https://www.utrgv.edu/_files/documents/my-utrgv/ap_calendar.pdf
Some important dates for Spring 2021 include:

Payment Deadline: Tuesday, March 9
Last day to register: Tuesday, March 9
Class Begins: Wednesday, March 10
Last day to withdraw (drop all classes) and receive an 80% refund: Wed-Sun, Mar 10-14
Last day to withdraw (drop all classes) and receive a 50% refund: Mon-Wed, Mar 15-17
Census date: Tuesday, March 16
Last day to drop a class (grade of DR) or withdraw (grade of W):   Tuesday, April 20
Class Ends: Tuesday, April 27
Final Exams (Term Ends): Wednesday, April 28
Grades Due at 3PM: Friday, April 30