

**PURDUE**  
**UNIVERSITY**<sup>®</sup>  
**FORT WAYNE**  
**Doermer School of Business**

*Course Syllabus for*  
**BUS30200-02M – Management and Behavior in Organization (CRN 12801)**

Time	Days	Where	Semester	Format	Instructor
1:30-2:45 pm	MW	KT227	Fall 2019	Hybrid	Dr. Zelimir W Todorovic

**OFFICE PHONE:** 481-6940

**OFFICE:** Neff 340L

**OFFICE HOURS:** 4:30-5:30 M (WebEx)

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**TEXTS:** Richard L. Daft, Management, 12<sup>th</sup> edition, Cengage, (ISBN-10;1-28586198-1).

**OTHER READINGS:** (1) Other readings (online and/or hard copy) as assigned by the instructor.

**Course Objectives**

Apply key organizational behavior concepts to real world situations;

Develop effective solutions to management problems by integrating organizational behavior (OB) concepts, frameworks, and techniques;

Understand their own behavior and the impact it can have on others;

Use tools and frameworks to evaluate real world situations involving people in organizations and determine effective courses of action.

**A quote from a Canadian Hockey Player:**

***“You miss 100% of the shots you never take” (Wayne Gretzky)***

# Course Requirements

## GENERAL DESCRIPTION

This course is intended to introduce a student to the field of Management. In this course we will get to explore the field of Management by considering the concepts of innovative management and the evolution of the Management thought. We will also examine the environment in which the process of management occurs. In doing so we will look at the corporate culture, the global environment, ethics and social responsibility, and the small business start-up environment. We will also consider the role that planning plays in management by looking at goal setting, strategy formulation and execution, and managerial decision making. Leadership, organizational design, change and innovation management, human resource management and the management of diversity is also examined. We will explore general leadership theory, individual leadership behavior, employee motivation, effective communication and group leadership. Essentially, this course is a buffet of the management menus, and a chance for students to determine which areas of management they are most interested in.

This is a “big picture” course, a trait that makes it a truly different kind of course from other business school courses. Virtually all of the other required and elective courses students take were concerned with a specific functional area (production, marketing, finance, accounting) and/or a well-defined body of knowledge (economics, statistics, legal environment). Its very likely that a few of your previous courses have been highly structured and related closely to a well-developed body of theory. Some provided quantitative techniques for students to engage. Others related to information and specific skills the faculty believe students need to acquire. This course shares few of these traits.

This course is designed to help prepare students for the present business environment. Consequently, professional behavior by the students, including timely material completion, regular attendance and participation (online or in person) is expected. Because this course emulates real business environment, students **are intentionally exposed to ambiguity including that of class design**. This may include introduction of cases, text/lecture discussion notes etc., without prior warning. This ambiguity is necessary for two principal reasons: (1) More closely emulate true business environment, and (2) allow students to develop greater flexibility and confidence dealing with change.

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## GRADING FORMAT

Participation _____	25%
Quizzes (1.316% per chapter open book – time limited) _____	25%
Theory Exams (2.633% per chapter, open book – time limited) _____	50%
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<i>Total</i>	<b><u>100%</u></b>

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## GRADING SCALE

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
F = <60%		

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## **PARTICIPATION**

Participation in the course is crucial element of learning. To be fair to those who participate in class discussions, dynamic group discussions or online forums, participation a significant proportion of the final course grade.

**Highest range (A)** Excellent Performance, someone at this level regularly initiates learning and contributes towards the understanding of the material. Their comments make deep and make significant contributions to our class discussions. These students attend all classes, are up-to-date on online lectures and are always involved in class activities.

**Medium range (B)** Very good performance, these students make greater than average contribution to class discussions (online or in person). Likewise, these students attend all classes, are up-to-date on online lectures and are always involved in class activities.

**Low range(C)** These students attend all classes, are up-to-date on online lectures and are often involved in class activities.

**Lowest range (D)** These students do not attend all classes, are not up-to-date on online lectures nor involved in class activities.

Please note that this is a subjective determination (as it is in business world also). Participation mark will be ascertained at the **sole discretion** of the instructor using the above template:

## **QUIZZES AND EXAMS**

All Quizzes and Exams are from the same material, and both are mandatory. Quizzes carry much lower weight and are to be used by students to evaluate their understanding of the class material. Both are administered from blackboard in an actual classroom. Please note:

**To ensure quizzes and exams are a measure of that individual student's knowledge, students are expected to attend a pre-assigned room and take the quizzes and exams together. Both quizzes and exams will be proctored!**

QUIZZES - Students will be expected to come to class to do their quizzes. Quizzes are designed to help the student gauge their knowledge of the material and catch up on any deficiencies before the exam. As such, quizzes count for much less than the exams, and are meant to prepare the student for the exam. Quizzes are open book and time limited tests done through the blackboard.

THEORY EXAMS - Students will be expected to take multiple theory exams in this course using blackboard. Exams are open book and time limited. Computer will randomly select a predetermined number of questions for each student from the question pool. If students miss an exam (without medical justification) students will incur a penalty.

## **HYBRID COURSE FORMAT**

After extensive discussions with IPFW students, this course is developed in the hybrid format with the intent of making education more accessible to working students, while not losing the benefits of in-

person instruction. One way of looking at this course is that this course is essentially same as a regular course, with the exception that all the theory lectures will be done online.

In 2004 I wrote a paper about a better way of educating students (see: **Todorovic, Z. W., 2004, The Framework of Static and Dynamic Components: An Examination of Entrepreneurial Orientation and University Ability to Teach Entrepreneurship, Journal of Small Business and Entrepreneurship, Vol.17(4), p.301**). This paper divides the material in any given course into two constructs: Static and Dynamic (later studies refer to the same constructs as Passive and Active). Since then we have come to understand the existence of a third construct - interactive. Below is the table that shows these three constructs:

	<b>Static (Passive)</b>	<b>Dynamic (Active)</b>	<b>Interactive</b>
<b>Example Activities</b>	Reading, Lectures, Theoretical / Logical Paradigms, etc.	Presentations, Case Discussions, Theory Implementations, etc.	Student group forming, presentation planning, test / exam engagement.
<b>Preferred Method</b>	Online meetings	In-Person Meetings	On-Campus Meetings (Student group activities)
<b>Perceived Benefits</b>	<ol style="list-style-type: none"> <li>1. Able to view at most suitable time.</li> <li>2. Able to rewind, go forward or review over and over.</li> <li>3. Recorded at most effective time by instructor.</li> <li>4. Does not require a trip to the classroom.</li> <li>5. Does not include classroom disruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal Interactions.</li> <li>2. Dynamic outcomes unique to each situation.</li> <li>3. Individual Ideas and Input.</li> <li>4. Student – Instructor Interaction.</li> <li>5. Ability to integrate local regional and cultural constructs.</li> </ol>	<ol style="list-style-type: none"> <li>1. A chance for students to express ideas in the security of student groups.</li> <li>2. Enhanced ability for group development process to occur (Forming, Storming, Norming, Performing, and Adjourning).</li> <li>3. Enhanced out-of-box thinking.</li> </ol>
<b>Main Goals</b>	Knowledge, Theory, Memorization	Application, Adaptation, Comprehension	Experimentation/Independence Student thought development

As one can imagine, every course will have its unique balance of these constructs, depending on subject matter and course goals, structure and design. Following are the meeting types that correspond to different aforementioned constructs.

**Online Meeting** - These are lectures that are offered completely online, in pre-recorded and/or live segments as needed. Students do not have an obligation to come to the campus for these lectures. It is our plan to make these lectures available online after the assigned lecture times.

**On Campus Meeting** - These are meeting times designed to allow for in-person group development. This is very important since we have reduced face-to-face time in a hybrid class. All students living within a 30 miles of IPFW are expected to show up in person to these meeting. Persons living outside the 30 mile area are required to join the meeting using IT Technology or in person – at their discretion. Dynamic Group meetings are a part of this meeting type. Group attendance sheets **MUST** be signed and submitted for these meetings.

**In-Person Meeting** -These are traditional lectures held at the scheduled classroom on campus. Regular attendance policies apply. Students are EXPECTED to attend these lectures. In case a student cannot attend, student is expected to e-mail the professor AHEAD of the lecture time.

The above structure is designed to ensure that we do not lose in terms of quality of teaching, while enjoying the flexibility and benefits of on-line education technology.

## **OTHER**

Students are responsible for all the material in the textbook, cases and classroom discussions. Students are expected to check the website 24 hours before each class. Website will be used to communicate any changes in topics, meeting times or events. As much as all effort has been made to describe M590 in this syllabus, this syllabus is subject to change at the sole discretion of the instructor.

## **ACADEMIC INTEGRITY**

The Academic Honor Code will be in effect throughout all aspects of this course. All violations of the university's policy on academic integrity will be dealt with swiftly and fairly. Students found guilty of academic dishonesty, which includes (but not limited to) cheating, plagiarism, or collusion, are subject to disciplinary action. For detailed information on academic integrity, refer to the university's Academic Honor System.

## **STUDENTS WITH DISABILITIES**

The University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations should register with and provide documentation to the Student Disability Resource Center (SDRC) and bring a letter to the instructor from the SDRC indicating the approved academic accommodations. This should be done within the first week of class.

## **DIVERSITY AND NONDISCRIMINATION**

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran (see Student Handbook).



<b><u>WEEK &amp; DESIGNATION</u></b>	<b>*** <i>Class Schedule</i> ***</b> (subject to change at Instructor's Discretion)	
<b>1</b>	<b>Monday, August 26, 2019</b>	<b>Wednesday, August 28, 2019</b>
<b>On Campus *</b>	Introduction to the course, orientation and course preview	Initial group formation and discussion of value of management
<b>2</b>	<b>Monday, September 2, 2019</b>	<b>Wednesday, September 4, 2019</b>
<b>On Line</b>	<b>Labor Day Holiday</b>	<b>Online Lectures: Chapters 1 and 2</b>
<b>3</b>	<b>Monday, September 9, 2019</b>	<b>Wednesday, September 11, 2019</b>
<b>On Line</b>	<b>Online Lectures: Chapters 3 and 4</b>	<b>Online Lectures: Chapters 5 and 6</b>
<b>4</b>	<b>Monday, September 16, 2019</b>	<b>Wednesday, September 18, 2019</b>
<b>On Campus *</b>	<b>In class Case/Video Case Discussion</b>	<b>In class Case/Video Case Discussion</b>
<b>5</b>	<b>Monday, September 23, 2019</b>	<b>Wednesday, September 25, 2019</b>
<b>On Line</b>	<b>Online Lectures: Chapters 7 and 8</b>	<b>Online Lectures: Chapters 9 and 10</b>
<b>6</b>	<b>Monday, September 30, 2019</b>	<b>Wednesday, October 2, 2019</b>
<b><u>On Campus EXAM **</u></b>	<b><u>Quiz 1 (Chapters 1-6 inclusive)</u></b> <b><u>(held in KT 227)</u></b>	<b><u>Exam1 (Chapters 1-6 inclusive)</u></b> <b><u>(held in KT 227)</u></b>
<b>7</b>	<b>Monday, October 7, 2019</b>	<b>Wednesday, October 9, 2019</b>
<b>On Campus *</b>	<b>In class Case/Video Case Discussion</b>	<b>In class Case/Video Case Discussion</b>
<b>8</b>	<b>Monday, October 14, 2019</b>	<b>Wednesday, October 16, 2019</b>
<b>On Line</b>	<b>Online Lecture: Chapter 11</b>	<b>Online Lectures: Chapters 12 and 13</b>
<b>9</b>	<b>Monday, October 21, 2019</b>	<b>Wednesday, October 23, 2019</b>
<b>On Line</b>	<b>Fall Break</b>	<b>Online Lecture: Chapter 14</b>
<b>10</b>	<b>Monday, October 28, 2019</b>	<b>Wednesday, October 30, 2019</b>
<b>On Campus *</b>	<b>In class Case/Video Case Discussion</b>	<b>In class Case/Video Case Discussion</b>
<b>11</b>	<b>Monday, November 4, 2019</b>	<b>Wednesday, November 6, 2019</b>
<b><u>On Campus EXAM **</u></b>	<b><u>Quiz 2 (Chapters 7-12 inclusive)</u></b> <b><u>(held in KT 227)</u></b>	<b><u>Exam2 (Chapters 7-12 inclusive)</u></b> <b><u>(held in KT 227)</u></b>

12	Monday, November 11, 2019	Wednesday, November 13, 2019
On Line	Online Lecture: Chapter 15	Online Lecture: Chapter 16
13	Monday, November 18, 2019	Wednesday, November 20, 2019
On Campus *	In class Case/Video Case Discussion	<u>Student Reflection</u> – Prepare a mini presentation for next week
14	Monday, November 25, 2019	Wednesday, November 27, 2019
On Line	Online Lecture: Chapter 17	Online Lectures: Chapters 18 and 19
15	Monday, December 2, 2019	Wednesday, December 4, 2019
<u>On Campus EXAM **</u>	<u>Quiz 3 (Chapters 13-19 inclusive)</u> (held in KT 227)	<u>Exam 3 (Chapters 13-19 inclusive)</u> (held in KT 227)
16	Monday, December 9, 2019	Wednesday, December 11, 2019
On Campus *	Student presentation: Student Takeaways from the class.	Discussion of Student Takeaways from the class.
17	Monday, December 16, 2019	Wednesday, December 18, 2019
On Campus *	***** Wrap Up *****	***** Wrap Up *****

**NOTES:**

\* **On Campus** – Signifies weeks in which student attendance is expected for a lecture / discussion.

\*\* **On Campus EXAM** - Signifies weeks in which student attendance is expected for a course quiz or an exam. Please Note:

1. All quizzes and exams are from the same material, and both are mandatory. Quizzes carry much lower weight and are to be used by students to evaluate their understanding of the class material.
2. Both quizzes and exams are administered in a blackboard in a classroom on campus.
3. **Exam proctor may remove (ignore) your attempt if you are observed taking your quiz/exam and you are not present in class.**
4. No student will be added extra exam attempts. If your attempt is ignored by the proctor for remotely doing your exam, such ignored attempts will **NOT** be restored!

**OTHER:**

All video cases are supplied by the instructor and are may not be listed in the schedule above.



