MGMT 313: Organizational Behavior (Writing Intensive)
Fall 2020
Online Asynchronous

Professor: Dr. Sarah Wittman, Assistant Professor of Management
E-mail: swittman@gmu.edu
(recommended contact means; please allow 48-hour response time)
Office Hours: By appointment (phone, Skype, WebEx, or Zoom); Online drop-in office hours will be held throughout the semester

Graduate Teaching Assistant: Pete McEachern  E-mail: pmceach@gmu.edu
Office hours: By appointment (phone, Skype, WebEx, or Zoom); Online drop-in office hours will be held throughout the semester (usually Wednesdays 4-5 PM)

Course Description
This course builds on the fundamental theories and concepts introduced in MGMT 303, which focused on managerial functions and activities such as planning, organizing, controlling, and leading. MGMT 313 will expand knowledge of management through a defined focus on organizational behavior. Organizational behavior (OB) is a field of study aimed at predicting, explaining, understanding, and changing human behavior as it is reflected in organizations. The science of organizational behavior is interdisciplinary in nature and draws from the fields of psychology, sociology, and group dynamics. This course will explore the relationships between the individual and the organization through this behavioral science lens.

Format: The format for this course is online asynchronous. Students will learn via assigned readings, posted videos (including optional professor lectures), discussion board interactions, and the semester-long development of a white (research) paper.

Course Learning Objectives
As part of this course, students will:

1. Describe organizational behavior concepts and their interrelationships.
2. Integrate knowledge of individual, group, organizational, and global factors that affect the management of organizations.
3. Adapt organizational theory and research to diagnose and solve specific real-world problems.
4. Develop critical writing skills through the Writing Intensive (WI) model format of the course assignments.
Course Requirements & Evaluation

Requirements:

- White Paper, comprising:
  - Proposal 5%
  - Annotated Bibliography 5%
  - Outline 5%
  - Rough Draft #1 (completion) 5%
  - Rough Draft #2 10%
  - Final Draft 15%

- Weekly Quizzes (covering readings for week) 10%
- Mid-Term Exam 10%
- Final Exam 20%
- Participation (discussion board & elevator pitch) 15%

Evaluation / Grading Scale:

A+ = 97-100; A = 94-96.99; A- = 90-93.99; B+= 87-89.99; B = 84-86.99; B- = 80-83.99;
C+ = 77-79.99; C = 74-76.00; C- = 70-73.99; D = 61-69.99; F = 60 and below.

*Note: MGMT313 is a Core Course for Management majors, and students will receive credit for the course based on Core Course requirements.

Readings

Textbook (required; available online and through the GMU Bookstore):


*Harvard Business Review and Other Articles (as indicated on Blackboard site):*
Course Schedule

Please note that the class schedule and assigned readings are subject to change. Adjustments will be communicated throughout the semester if/as they arise.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULES</th>
<th>COURSE MATERIALS, EXERCISES, &amp; DELIVERABLES</th>
<th>DUE DATES</th>
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</thead>
</table>
| Week 1 | Module 1: Introduction to Organizational Behavior | **Read:**  
- Chapter 1  
**Watch:**  
- Posted videos (Dr. Wittman lecture optional)  
**Do:**  
- *Discussion Board:*  
  o Introduction post & replies  
  o Module 1 post & replies  
- *Weekly quiz:* Complete on BB | **Due Date for all weekly activities:** August 30, EXCEPT Discussion Board posts  
**Discussion Board Posts**  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
| Week 2 | Module 2: Values & Attitudes | **Read:**  
- Chapter 2  
- HBR Article – Taylor  
**Watch:**  
- Posted videos (Dr. Wittman lecture optional)  
**Do:**  
- Schwartz Values Test (https://www.yourmorals.org/schwartz.php)  
- *Discussion Board:* Module 2 post & replies  
- *White paper:* Submit Proposal on BB  
- *Weekly quiz:* Complete on BB | **Due Date:** September 6  
**Discussion Board Posts**  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
| Week 3 | Module 3: Individual Differences, & Emotions | **Read:**  
- Chapter 3  
**Watch:**  
- Posted videos (Dr. Wittman lecture optional)  
**Do:**  
- The Big 5 Personality Test (https://openpsychometrics.org/tests/IPIP-BFFM/)  
- *Discussion Board:* Module 3 post & replies  
- *Weekly quiz:* Complete on BB | **Due Date:** September 13  
**Discussion Board Posts**  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
| Week 4 | Module 4: | **Read:**  
- Chapter 4 | **Due Date:** September 20 |
| Week 5 | Module 5: Foundations of Employee Motivation | **Read:** | - Chapter 5  
| **Watch:** | - Posted videos (Dr. Wittman lecture optional)  
| **Do:** | - **Discussion board post:** Module 5 post & replies  
| Discussion Board Posts | - Initial post by: 5:00 PM Thursday  
| Due Date: September 27 | - Reply posts by: 5:00 PM Saturday  

| Week 6 | Module 6: Performance Management & Positive Organizational Behavior | **Read:** | - Chapters 6 & 7  
| **Watch:** | - Posted videos (Dr. Wittman lecture optional)  
| **Do:** | - **Discussion Board:** Module 6 post & replies  
| White paper: | - Submit Evidence of GMU Writing Center Tutoring Session (about your Outline) on BB  
| Weekly quiz: | - Complete on BB  
| Discussion Board Posts | - Initial post by: 5:00 PM Thursday  
| Due Date: October 4 | - Reply posts by: 5:00 PM Saturday  

| Week 7 | Module 7: Mid-Term Exam | **Do:** | Take Mid-Term Exam  
| Due Date: October 11 |  

| Week 8 | Module 8: Organizational Culture, Socialization, & Mentoring | **Read:** | - Chapter 14  
| **Watch:** | - Posted videos (Dr. Wittman lecture optional)  
| Discussion Board Posts | - Initial post by: 5:00 PM Thursday  
| Due Date: October 18 |  

| Social Perception & Managing Diversity | **Watch:** | - Posted videos (Dr. Wittman lecture optional)  
| **Do:** | - **Peer-review groups:** Groups assigned – set up a virtual meeting and introduce yourself. Work on your elevator pitches.  
| **Discussion board post:** | Submit your video elevator pitch.  
| **Discussion board replies:** | Post video critiques (using only “constructive criticism” best practices) of 2 of your classmates’ elevator pitches.  
| **White paper:** | Submit Annotated Bibliography on BB  
| **Weekly quiz:** | Complete on BB  
| Discussion Board Posts | - Initial post by: 5:00 PM Thursday  
| Due Date: October 4 | - Reply posts by: 5:00 PM Saturday  

Week 6 Module 6: Performance Management & Positive Organizational Behavior Read: - Chapters 6 & 7 Watch: - Posted videos (Dr. Wittman lecture optional) Do: - Discussion Board: Module 6 post & replies - White paper: Submit Evidence of GMU Writing Center Tutoring Session (about your Outline) on BB - Weekly quiz: Complete on BB Discussion Board Posts - Initial post by: 5:00 PM Thursday - Reply posts by: 5:00 PM Saturday Due Date: October 4

Week 7 Module 7: Mid-Term Exam Do: Take Mid-Term Exam Due Date: October 11

Week 8 Module 8: Organizational Culture, Socialization, & Mentoring Read: - Chapter 14 Watch: - Posted videos (Dr. Wittman lecture optional) Discussion Board Posts - Initial post by: 5:00 PM Thursday Due Date: October 18
| Week 9 | Module 9: Groups & Teams | Read:  
- Chapter 8  
Watch:  
- Posted videos (Dr. Wittman lecture optional)  
Do:  
- Discussion Board: Module 9 post & replies  
- Weekly quiz: Complete on BB | Due Date: October 25  
Discussion Board Posts  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
|-------|-------------------------|-------------------------------------------------|-------------------------------------------------|
| Week 10 | Module 10: Communication | Read:  
- Chapter 9  
Watch:  
- Posted videos (Dr. Wittman lecture optional)  
Do:  
- Discussion board post: Submit your video elevator pitch, integrating the feedback you’ve received.  
- Discussion board replies: Post video critiques (using only “constructive criticism” best practices) of 2 of your classmates’ elevator pitches.  
- White paper: Submit Rough Draft #2 on BB  
- Weekly quiz: Complete on BB | Due Date: November 1  
Discussion Board Posts  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
| Week 11 | Module 11: Managing Conflict & Negotiations | Read:  
- Chapter 10  
Watch:  
- Posted videos (Dr. Wittman lecture optional)  
Do:  
- Discussion Board: Module 11 post & replies  
- Weekly quiz: Complete on BB | Due Date: November 8  
Discussion Board Posts  
- Initial post by: 5:00 PM Thursday  
- Reply posts by: 5:00 PM Saturday |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Module 12: Decision-Making &amp; Creativity</th>
<th>Read: - Chapter 11</th>
<th>Due Date: November 15</th>
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<tr>
<td></td>
<td>Watch: - Posted videos (Dr. Wittman lecture optional)</td>
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<td>Discussion Board Posts - Initial post by: 5:00 PM Thursday</td>
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<td></td>
<td>Do: - Discussion Board: Module 12 post &amp; replies</td>
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<td>- Reply posts by: 5:00 PM Saturday</td>
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<td>- Weekly quiz: Complete on BB</td>
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<tr>
<th>Week 13</th>
<th>Module 13: Power, Influence, Politics, &amp; Leadership</th>
<th>Read: - Chapters 12 &amp; 13</th>
<th>Due Date: November 22</th>
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<tr>
<td></td>
<td>Watch: - Posted videos (Dr. Wittman lecture optional)</td>
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<td>Discussion Board Posts - Initial post by: 5:00 PM Thursday</td>
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<td>Do: - Discussion Board: Module 13 post &amp; replies</td>
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<td>- Reply posts by: 5:00 PM Saturday</td>
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<td>- White paper: Submit Final Draft on BB</td>
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<td>- Weekly quiz: Complete on BB</td>
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<tr>
<th>Week 14</th>
<th>Module 14: Innovation &amp; Managing Change</th>
<th>Read: - Chapters 15 &amp; 16</th>
<th>Due Date: November 29</th>
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<tr>
<td></td>
<td>Watch: - Posted videos (Dr. Wittman lecture optional)</td>
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<td>Discussion Board Posts - Initial post by: 5:00 PM Thursday</td>
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<td>Do: - Discussion board post: Submit your video elevator pitch, integrating the feedback you’ve received.</td>
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<td>- Reply posts by: 5:00 PM Saturday</td>
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<td>- Discussion board replies: Post video critiques (using only “constructive criticism” best practices) of 2 of your classmates’ elevator pitches.</td>
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<td>- Weekly quiz: Complete on BB</td>
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<tr>
<th>Week 15</th>
<th>FINAL EXAM</th>
<th>Do: Take Final Exam</th>
<th>Due Date: December 6</th>
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Written Assignments

This course fulfills the Writing Intensive requirement in the Management major. This requires that you, individually, write a minimum of 3500 words over the course of the semester. This requirement will be fulfilled through numerous assignments that are pieces of ONE final paper.

This paper is a “white paper”, which is a researched report aimed at enabling decision-makers to act. Unlike traditional research papers, white papers generally build authoritative arguments (i.e., building on research) that culminate in concrete recommendations.

All writing assignments will be submitted on Blackboard. When you upload an assignment to Blackboard, you will receive an e-mail confirmation that your assignment has been successfully received. Unless you receive this e-mail, please assume that your assignment has not been received by the system.

Final Paper (45% of grade):

The final White Paper is broken down into 6 parts (detailed assignment sheets for each can be found on BB):

<table>
<thead>
<tr>
<th>Percentage of Grade</th>
<th>Assignment</th>
<th>Due:</th>
<th>Word count:</th>
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<tbody>
<tr>
<td>5%</td>
<td>Proposal</td>
<td>Week 2</td>
<td>300 words</td>
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<tr>
<td>5%</td>
<td>Annotated Bibliography (minimum 8 academic references)</td>
<td>Week 4</td>
<td>75 words per-annotation (minimum 600 words total)</td>
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<td>5%</td>
<td>Outline (Writing Center consultation session confirmation required – pass/fail)</td>
<td>Week 6</td>
<td>500 words (excluding title page and references)</td>
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<td>5%</td>
<td>Rough Draft #1 (completion; including copy of peer review group comments)</td>
<td>Week 8</td>
<td>1000 words (excluding title page and references)</td>
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<tr>
<td>10%</td>
<td>Rough Draft #2</td>
<td>Week 10</td>
<td>1250 words (excluding title page and references)</td>
</tr>
<tr>
<td>15%</td>
<td>Final Draft</td>
<td>Week 13</td>
<td>1500 words (excluding title page and references)</td>
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Prompt & Requirements:
You will develop the white paper over the course of the semester. Because the course is designed to teach you writing process and product, the structure inhibits last-minute work. If you take full advantage of this step-by-step process and work your hardest on each assignment, you’ll likely find that your final paper is one of the easiest you have ever written! The objective of this semester-long exercise is to set you up for writing success in your future classes and professional life.

Your final white paper should provide an in-depth, thoughtful analysis of contemporary understandings of Organizational Behavior. Based on this analysis, it will include recommendations for the decision-maker. You will respond to the following prompt:

According to Bloomberg Businessweek (https://www.bloomberg.com/business-schools/2018/insights/students-loans/), approximately 50% of graduates of top MBA programs owe at least $100,000 in debt.

Personal debt has traditionally been viewed as an issue external to the organization, but the stress a debt load can put on workers often has effects on the workplace. The CEO of your mid-sized organization usually only considers job candidates with MBAs for management roles.

You will write a proposal and researched report for the CEO, based in your knowledge of organizational behavior research, on how the effects of employee student debt impact the functioning and decision-making of organizations. You should also make recommendations (again, based on research) about what steps the company should take to attract and retain the best candidates for its management positions.

You might think about the issue not only in terms of their effects on individual motivation and work-life balance, but also with respect to how managers’ student debt might affect or be indicative of their leadership characteristics (i.e., risk-aversion), or how student debt might have implications for organizational growth possibilities. There are a number of perspectives you can take, but your argument should be founded in organizational behavior theory and research.

Your final paper must be 1500 words (excluding title page and references).

In the white paper students should use course theory and concepts. Papers should include a convincing dialogue supported by the theoretical literature in the textbook and beyond. References must include a minimum of 8 academic peer reviewed articles or scholarly books (in addition to the textbook). These sources will be found and researched during the annotated bibliography assignment.

Each submission should reflect the feedback you have received from the Writing Center, your peer review group, GTA, and/or professor. The goal for these assignments is to see a clear progression of improvement in the writing style, content, reference identification, etc.
To facilitate professor, GTA, and peer review group reading & feedback, written submissions that do not use the following formatting will be penalized 5% for each formatting element lacking (up to a maximum of 25% on a single submission):

- Font: 12-point Times New Roman
- Formatting: APA Formatting
- Margins: 1.25 inches
- Page Numbers: Bottom (center preferred)
- Spacing: Double (not 1.5)
- Word Count: List Word Count on Final Page

Quizzes

You will complete one quiz per session, beginning in Week 3. Information:
- The quizzes will consist of multiple-choice and true/false questions, and will be based on the week’s assigned readings.
- The quizzes together will be worth 10% of your total grade for the course.
- You will complete each quiz on Blackboard, using a lock-down browser on your personal computer. Once the allocated time has expired, all answers you have submitted will be recorded, regardless of whether or not you have finished. Unanswered questions will be marked as incorrect answers.
- The Blackboard system will not allow you to pause the clock, but it will allow you to backtrack and change answers you already entered within the allocated time limit.
- All quizzes are open at the beginning of the semester, so can be taken at any time before they close. Quizzes will automatically close at the end of each week (Sunday night at 11:59 p.m.). Note: It is your responsibility to find time to take them prior to their closing. There will be no exceptions and quizzes will not be reopened after they have closed.

Exams

You will complete a Mid-Term Exam in Module 7 and a Final Exam in Module 15. Both will be timed exams on Blackboard. Information:
- The Mid-Term Exam will cover the material in Modules 1-6 (Chapters 1-7)
- The Final Exam will cover the material in Modules 8-14 (Chapters 8-16) – non-cumulative

The exams will include a mix of multiple choice and True/False questions.

Course Management

Class Participation:
George Mason University is known for its diversity. Because a diversity of perspectives and experiences enriches the study of organizational behavior, participation is important. To encourage students’ full participation, their participation grade will reflect the following:

- Discussion board posts and replies: Each week, you will integrate the assigned readings and viewings into an insightful discussion board post. Where indicated, these will be done via video posting (e.g., first-session introductions, elevator pitches); otherwise this may be done in
written format. Unless otherwise indicated you will answer the assigned question, and provide commentary on at least two (2) of your classmates’ posts. Your initial post must be on the discussion board by 5:00 p.m. EST each Thursday, and your replies must be posted by 5:00 p.m. EST each Saturday.

Please answer the weekly discussion questions in approximately 250 words. Then respond to at least 2 of your classmate’s postings with at least 100-word response or observation about the classmate’s postings. All postings should use appropriate grammar, style and formatting. This should be considered a formal posting, however, it may be written in 1st person.

To prepare your post, please be sure to complete all weekly reading assignments and watch all videos first. You are encouraged to use personal examples and seek additional resources beyond your textbook and assigned readings. Be sure to cite all external resources.

Online discussion messages should be significant – helping the discussion move forward. There are a variety of ways to do this, including:

- Providing concrete examples, perhaps from your own experience
- Describing possible consequences or implications
- Challenging something that has been posted in the discussion – perhaps by playing “devil’s advocate”
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Pulling in related information from other sources – books, articles, websites, other courses, etc.

Your participation score for a given week will be based on the number and quality of messages you post to that discussion. Participation will be evaluated in terms of quality as well as quantity, based on the following criteria:

- Student made a substantive initial post (minimum 250 words) or video (where indicated on the syllabus) by the weekly due date. Substantial means that the post fully addresses the discussion prompt and demonstrates understanding of assigned readings and videos. (60%)
- Student posted at least two reply posts (to other students’ original posts) by the weekly due date. Reply posts have a minimum 100-word length or an appropriate video reply (where indicated on the syllabus). Responses add significantly to the discussion (e.g., identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence) (40%)

- Elevator Pitch: You will work with your peer-review group to develop and deploy your elevator pitch – both an initial discussion board video post (Week 4), and in two follow-up discussion board video posts, integrating your classmates’ comments (Week 10 and Week 14). The pitch-development process will prepare you for real-world situations where you need to pitch yourself or your organization.
Please note that when your classmates take risks (like when they experiment with their elevator pitches or post personal commentary on the discussion board), you will act respectfully. Any student who makes negative comments about another’s efforts or capabilities will receive a participation point penalization. Please use “constructive criticism” best practices.

Please note that the most important factor in my evaluation of your participation is the quality, not the quantity of your questions and answers. Participation will be assessed and documented after each week; final assessments will be based on your contribution versus the average level of all individuals’ class contributions. To supplement my assessment of student contributions, at the end of the semester, I will ask your classmates to nominate students whose participation significantly contributed to their learning.

**Technology Expectations:**
- In your e-mail communications with Professor Wittman or GTA McEachern, please only use your GMU e-mail (e-mail messages received from other addresses will not be answered).
  - Please plan your work and communication in advance of deadlines. In contacting Dr. Wittman or GTA McEachern during the work week, please allow for a 48-hour response time. E-mails sent on weekends will only sporadically receive a response before Monday.
  - To enable us to more quickly and more appropriately respond, please use the following ‘best practices’ for your e-mail communications with us:
    - Put both Professor Wittman and GTA McEachern in copy, so we are both in the loop.
    - Use the following formatting for the subject line: Course Number Section Number – First Name Last Name – Subject. Example: MGMT 313-DL3 – Sarah Wittman – Syllabus Changes.

**Psychological Safety:**
- Confidentiality and privacy: Our classroom communications and the personal sharing and growing that occurs during this semester should stay within the (virtual) boundaries of our classroom. In order to create an environment where all MGMT 313 members feel comfortable to participate and to share their experiences relevant to the behavior of organizations, we will strive to create a psychologically safe environment. It will be a space that is safe for risk taking and exploration, where students do not fear negative consequences for their careers, status, or self-image.
- With that said, please take risks! This is a classroom to explore who you are as a Management professional, scholar, and writer.

**Accommodations for Disabilities:**
Students with disabilities who seek accommodations in this course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the professor receives the written (scanned) letter from Disability Services (see [http://ods.gmu.edu/](http://ods.gmu.edu/)).
Honor Code:
GMU has an Honor Code (http://academicintegrity.gmu.edu/honorcode/) with clear guidelines regarding academic integrity. Understanding the Honor Code is your responsibility. However, if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Late Assignments:
No late assignments will be accepted. Because of the nature of the asynchronous course and the accessibility of the BB submission platform, students must anticipate their own scheduling needs and work the completion of their assignments (paper, quiz, peer review groupwork, etc.) around these. The cut-off for all writing assignment submissions is 11:59:00 p.m. Sunday night of the week the assignment is due – please see exceptions in the Course Calendar (e.g., Discussion Board posts/replies). Students will be able to submit assignments up until that point; after that point, the student will receive a “0”. It is the student’s responsibility to ensure that their assignments or quizzes have successfully been uploaded to or completed within the system.

Campus Resources

The Writing Center:
The Writing Center is a particularly relevant resource for your successful completion of MGMT 313. The Writing Center is available for help with all aspects of the writing process through face-to-face appointment with tutors, style guides, workshops (in-person and face-to-face), and ESL guidance. http://writingcenter.gmu.edu/. For general questions and comments please contact them at wcenter@gmu.edu, call 703-993-1200, or stop by 114A Robinson Hall.

Business Librarian:
If you have questions about references or need help finding library resources, please contact the Business subject librarian: Jo Ann Henson (jhenson3@gmu.edu). You can set up an appointment with her here: http://gmu.libcal.com/appointment/6907.

Counseling and Psychological Services (CAPS):
CAPS is available for same-day walk-in and pre-scheduled appointments with trained counselors. Short-term counseling is FREE for all students. CAPS located in Student Union room 3129. Same-day consultations are made available beginning first thing each morning on a limited basis; call 703-993-2380 at 8:30am in the morning to find out the times available and to schedule on that day. Services are confidential and use of these services does not become part of the student's academic record.

Learning Services:
Learning Services is available with workshops and individual study skills designed to improve academic skills, as well as to assist and support with learning differences such as attention deficit disorder or learning disabilities. The Certificate in Academic Skills Program provides an individualized program of study to develop academic skills. Call 703-993-2999 or visit Student Union room 3129 to schedule an appointment.

Student Support and Advocacy Center:
The Student Support and Advocacy Center provides resources to students who are facing financial difficulties, including food insecurity or homelessness. The Patriot Pantry, Stay Mason, and
Financial Aid programs are available to alleviate challenging situations. Call 703-993-3686 or visit Student Union room 3200 for assistance.

**Additional Resources:**
For additional student support resources available to GMU students, please go to [http://stearnscenter.gmu.edu/teaching/student-support-resources-on-campus](http://stearnscenter.gmu.edu/teaching/student-support-resources-on-campus).