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BADM 340.05: Management and Organizational Behavior

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Management and Organizational Behavior

Dr. Fengru Li

MGMT. 340 Sections 4 & 5

Section 4 meets Tue. & Thur. 8:10-9:30 am in GBB 123

Section 5 meets Tue. & Thur. 9:40-10:00 am in GBB 123

School of Business Administration

Spring 2004

Office: GBB 357 Tel. 243-2727

Office Hrs: Tue & Thur. 11:10-12:30

E-Mail: Fengru.Li@business.umt.edu

Course information is posted on <http://www.business.umt.edu/faculty/fengru>

School of Business Administration Mission Statement:

The faculty and staff of The School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service.

Required Text:

- Moorhead and Griffin (2001). Organizational Behavior: Managing people and organizations (6th Ed.) Houghton Mifflin Co., ISBN 0-618-05649-1
- Class Handouts

Course Overview

This entry-level course, Management and Organizational Behaviors (Mgmt. 340), introduces you to basic concepts and practices of managing the human side of organizations. Major subjects to be covered are:

- Historical development and future trends in the field of Organization Behaviors;
- Culture diversities shaping OB practices;
- Personalities, motivations, leadership and management;
- Teams, decision making, conflicts and Negotiation; and
- Organizational culture and change

My Expectations of you

I expect all my team members (you) to display three qualities throughout the 16 weeks: **Excellence**, which gets you to play the game; **Innovation**, which puts you in a competitive position, and **Anticipation**, which provides you with the information that allows you to be in the right place at the right time. By accepting this contract (syllabus), you've agreed to meet the expectations.

As an educator of ten years and international business professional of seven years, I've always held the belief that with a self-motivated team, we can accomplish the above. I do expect you, future

business professionals, to treat this class as a top-notch global company and practice your professional skills.

Course Goals

1. To expose you to the most influential theories and practices of organizational behaviors.
2. To enrich your learning by observing, experiencing and interacting with other organizational members.
3. To work with a local business throughout the semester on issues of management and organizational behaviors and present your work.
4. 60% of the course contents are from your textbook, another 40% from other sources of instructor's choice.

Teaching approach:

60% lectures and 40% class activities, which include structured group discussions, group activities, cases studies, movies, field research trips to local business.

Course Evaluation:

Course Grade (no curve, no extra credit work)

90-100 pts = A; 80-89 pts = B; 70-79 pts = C; 60-69 pts = D; 59 or below = F

Participation: 10 points total: attendance and preparedness do affect participation grade

Exams: 75 points total: Three 25-question multiple choice exams

(An optional comprehensive exam will be given during final's week to be used for a make-up exam or replacement for the lowest scored exam.)

Research assignment: 15 points total: Individual research project. Missing this project leads to an "F" for the course grade. Due April 6 in class.

Course Policies:

No make-up exams except for documented medical and/or family emergencies. You should contact Dr. Li at least 24 hours prior to the exam. Her voice mail: 243-2727. It records the day and time your call comes in.

Tardiness is **strongly** discouraged.

Termination behavior: I'll let the class off on time but I will not put up with early termination signals, such as packing, early leaving etc.

Exam days fall on the weeks specified with prior notice of specific time.

■ TENTATIVE SCHEDULE

**** Subjective to changes. All readings must be done prior to class. ****

WK 1 Course Orientation and Introduction to O.B.;Chapter 1

1/27 Course Orientation: Attitude Survey; Course intro; Team contract (due 2/3)

1/29 Lecture

WK2 Chapter 2 & 3

2/3 Lecture, Networking exercise;

2/5 Lecture, Networking continues; Contract due

WK3 Chapters 3 & 4

2/10 Lecture

2/12 Lecture

WK4 Exam 1 (ch. 1, 2, 3, & 4); Chapter 5

2/17 Lecture

2/19 Lecture

WK5 Chapter 6

2/24 Lecture

2/26 Lecture

WK6 Chapter 8

3/2 Lecture

3/4 Lecture

WK7 Chapter 9

3/9 Lecture

3/11 Lecture

WK 8 Exam 2 (ch. 5, 6, 8, & 9); Chapter 10

3/16 Lecture

3/18 Lecture

WK 9 Chapter 10 & 11

3/23 Lecture

3/25 Research Day on assignment (No Class Meeting: Assignment due 4/6 in class)

WK 10 SPRING BREAK

3/30 NO CLASS

4/1 NO CLASS

WK 11 Chapter 11

4/6 Lecture; Research Assignment due in class
4/8 Lecture

WK12 Chapter 13

4/13 Lecture
4/15 Lecture

WK13 Chapter 13 & 14

4/20 Lecture
4/22 Lecture

WK 14 Exam 3 (ch. 10, 11, 13, 14); Chapter 14 & 15

4/27 Lecture
4/29 Lecture

WK 15 Chapter 15

5/4 Lecture
5/6 Lecture/ Study session for optional comprehensive exam

WK 16 Finals

5/10 Hard copy of Executive Research Report due by 9:00 AM to Dr. Li's office. Late turn-ins will be penalized.

5/10 **Optional comprehensive Exam at 9:00-10:00a.m** (All chapters covered.) to drop the lowest scored or missed exam.

Personal Information

Confucius said in 500 B.C. that it would take one year plan to harvest crops, ten years for a tree, and hundred years for an educated person. My lifetime passion has been in higher education in the global environment. My first career of 10 years was in international business for the Chinese government and later for American companies doing import and export marketing to countries in the North America, Europe, Asia and the Middle East.

I've in China, in Hong Kong, and at the University of Washington in Seattle prior to joining the Business School of the University of Montana. Courses I've taught both at undergraduate and graduate levels include: Management and Organizational Behaviors; Business Negotiations; Crisis Management, Professional Communication; Intercultural Communications; Business and Society.

My research interests include a) the relationship between sociolinguistics and business negotiation behaviors in cross-cultural business settings, and intercultural business communications.

I have a 19-yr-old son at Montana Tech. in Butte, majoring in automobile engineering and a 14-yr-old nephew living with me. I've two adoptive dogs that I've failed miserably in disciplining during

their formation years. (One from Missoula Humane Society, the other from Seattle). I obtained my degree of Doctor of Philosophy (Ph.D.) in 1996 from the University of Washington in Seattle. I did my two master's degrees here at U of M.

Research assignment description: (15 pts)

Motivation/Rewards Due 4/6 in class.

BE SURE TO CONTACT THESE PEOPLE AHEAD OF TIME TO SET UP THE INTERVIEW. YOU SHOULD LET THEM KNOW WHAT YOU WANT TO DISCUSS WITH THEM.

You will need to interview two people within the same organization about the reward systems and motivational techniques that are used in their organization. You do not need to get specific information if the participants are reluctant to reveal (e.g., sales goal of selling 20 cars per month for a car salesman), but try to determine the types of motivational techniques that are used and the types of rewards that are used.

Sample questions (just a suggestion, be sure to review the material in the text and make sure you ask appropriate questions): What would you say motivates you? Why? Are there any specific aspects of your job that are motivating? Are there particular behaviors that your manager exhibits that help to motivate you? Do you set goals at work? Does your manager/supervisor help you set these goals (does the subordinate help to set his/her own goals)? Do you ever feel your goals are too hard/too easy? How do you receive feedback on how you're doing (or how do you give feedback)? What types of rewards do you receive? Are these rewards tied directly to your goals?

When you write your paper, do not recount the interview (e.g., I asked "Why this?", they said, "Because..."). Instead, tell me what you can conclude about motivational techniques used and the reward systems from the responses you received. Did the two people's answers match or were they discrepant?

Please refer to the executive report grading sheet below:

.Written Research Report Grading Criteria (15 pts. grading sheet below)

Guidelines for writing are posted on Li's web 340 class under "assignment". Please read and download all the articles.

1. The written Executive Report should be 2-page, double-spaced, and 12 font. It should be a formal college level writing, not a transcript of your oral presentation. It should be a smoothly-flowing, essay-type writing. Do not use subtitles/subheadings.
2. It should include at least the following elements:
 - cover page with title, name, course etc.

- a. Your theme statement sentence (do not use “how,” “what,” “why,” in theme)
- b. Each supporting argument is clearly stated;
- c. Your selected research scope, topic, purpose(s), and rationale;
- d. Describe and summarize your research methods, procedures and findings;
- e. Conclude with implications to the study or management of O.B.

Grading criteria (15 pts)

2 pts 1. Your report should be of formal college writing with correct grammar, sentence structure, contents organization and punctuations. It has cover page with title, team members, section number, and name of the organization studied. It is 2-page maximum and double-spaced in 12-point font.

5 pts 2. Your report has a clearly and succinctly worded theme statement with precise supporting arguments (1-3). You have also fully developed your supporting points with evidence from your research throughout you paper.

3 pts 3. You have clearly described your research scope, methods, procedures, and rationale.

5 pts 4. You have summarized your research findings and provided implications to the theories or practices of management and organizational behaviors in your paragraph.