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MBA 640.01: Organizational Behavior and Human Resource Management

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Instructor: Scott Douglas, Ph.D.  
Office: GBB 342

Class Time: 2:10-3:30 (MW)/ 6:10-9pm (T)  
Office Hours: 1:00 - 2:00pm MW

Room: GBB L-11 (MW)/ GBB 104 (T)  
or by appointment

Credits: 3 hours  
Office Tel: 243-5695

Req’d Text: Champoux, Organizational Behavior  
Martinko, Thinking Like A Winner
Georgescu, The Source Of Success

Home Tel: 626-5460 (until 9pm)  
E-mail: scott.douglas@business.umt.edu

“We teach best what we like to learn” Wilson  
“The act of learning is not about choice. What we learn is driven by choice”
“The average attention span of the adult is approximately 12 - 15 minutes”

Course Overview:
Welcome to Organizational Behavior and Human Resources Management. This course is designed to provide you with some of the basic concepts necessary for understanding and applying various theories of behavior to organizational settings, particularly as they pertain to human resources. Theories are tools that instructors, students, trainers, managers and many others can use to make their endeavors more productive.

The focus of the class is to maintain an emphasis on applying theories from organizational research to realistic and relevant problems faced by practicing managers. It is only when you have experienced applying these theories to actual problems that you can readily see their strengths and weaknesses, and perhaps more importantly recognize that no single theory is appropriate for all situations.

ADA Accommodation Statement:
Students with any type of documented disability that may interfere with learning in this class may negotiate a reasonable accommodation with the instructor early in the semester.

Academic Integrity:
Although you are encouraged to discuss course readings, cases, lectures and etc. with one another, all individual papers should reflect independent work. Neither the University nor I will tolerate academic dishonesty. Therefore, at minimum, if you cheat on an assignment, you will receive an F in this course. Moreover, plagiarism, defined as quoting or paraphrasing passages from other sources and then placing them in your paper(s) without referencing the original source, also constitutes cheating in this course. Additionally, I strongly encourage you to become familiar with the University’s policy on academic integrity/dishonesty.
Course Requirements and Assignments:
I like to ask questions and have students provide the answers. I lecture very little. In short, good participation from students is what makes this course work. Therefore, it is suggested that you read the required assignments prior to the first day they are scheduled to be discussed in class. The required reading is considered a minimum. Thus, I hope that you will be actively reviewing other current literature and topics of related interest. Remember, without your input, our class is limited to the text and the instructor’s interpretations.

1) Individual Reflection Papers (15%): 2 pages maximum exclusive of title page.

   Based on Martinko’s, “Thinking Like A Winner,” each student is expected to write a short paper reflecting on his/her own causal reasoning tendencies and how these tendencies influences his/her relationships with others.

2) Book Review and Critique (15%): 2 pages maximum exclusive of title page.

   Each student will write a paper discussing how Georgescu’s work can be used to extend our thinking in the OB and or HR areas. Additionally, each paper should address how the research in OB and or HR can be used to further develop Georgescu’s ideas.

3) Team Application Portfolios and Presentations (20%):

   Throughout the course there are several applied discussion days. For each day, your team will identify and present a single article on a current and related business issue using one of the following outlets (preferably): The Wall Street Journal, Business Week, Fast Company, Time, Newsweek, US News & World Report, or the Economist. Copies of these articles are to be placed in team portfolios.

   Additionally, your team will prepare one page reports and attach them to the related articles. These reports should consist of the following three paragraphs:

   A) Short paragraph indicating what is happening and who are the major parties.

   B) Paragraph indicating how and/or why this article applies to the related topic of discussion.

   C) Paragraph discussing the implications for management and, if possible, any recommendations you would make. In doing so, remember that both the implications and recommendations must flow logically from paragraph 2.
4) Team Contribution to Class (30%):

Throughout the course we will engage in several exercises that require the participation of
your team. Moreover, there will be several occasions where teams will be called upon to
prepare short oral and written assignments. Therefore, it is important that teams make
a concerted effort to accomplish these tasks in a timely fashion so that the class functions
smoothly.

5) Individual Contribution to Team (20%):

At the end of the semester, individual members of each team will rate the contributions of
their peers to the performance of the team. Each member will be assessed based on the
quality, quantity and overall contributions to the group.

PLEASE NOTE THE FOLLOWING CRITERIA FOR ALL WRITTEN ASSIGNMENTS:

A) Format: Use 1” margins all-around, size 12 font, single spacing within paragraphs and
double-spacing between paragraphs. Any attempt to make a long assignment fit within
the limitations by reducing margins, fonts, or spacing is unacceptable. Any attempt to
make a short assignment look longer by increasing margins, fonts or spacing also is
unacceptable. Please use STAPLES rather than binders.

B) Apparent Effort: Trying counts for something, late counts for nothing. I am positively
disposed toward those papers where there is a high level of effort apparent and
unfavorably disposed toward those papers where the authors appear to simply go
through the motions. Effort is apparent when the paper exhibits the following:

   a. Clarity: I expect clearly written papers in which each point is understood
      without having to read it twice, the presentation of the points is logically
      consistent, the writing is concise, and the reader is not distracted by errors of
      grammar, punctuation or spelling.

   b. Insightfulness: Insightful work illustrates the intelligence behind the analysis.
      That is, the project is comprehensive and penetrates the obvious, uncovering
      underlying assumptions and causes. Thus, avoid superficial commentary.
## SCHEDULE

<table>
<thead>
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| WK 1 | Introductory Remarks - Course Overview  
Values, Ethics and Ethical Decision-Making  
(Fallout Shelter) |
| WK 2 | Ethics*  
Diversity*  
(Employee Orientation and the Dinner) |
| WK 3 | Personality, Attributions, Emotions, Attitudes  
(Team Commercials) |
| WK 4 | (Team Commercials)  
Employee Recruiting, Interviewing, and Selection  
(Questioning, Assessment and Selection) |
| WK 5 | Motivation*, Content and Process Theories, Job Rewards  
(Compensation) |
| WK 6 | Individual Reflection Papers |
| WK 7 | Job Design and Job Characteristics* |
| WK 8 | (Job Descriptions)  
(Job Compensation)  
(Recruiting and Advertising)  
(Interviewing, Assessment and Selection) |
| WK 9 | Prepare Presentations and Related Materials for Mock Interviews |
| WK 10 | Mock Interviews+ |

* - Application Topics  
+ - Georgescu paper due by November 17th