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BMGT 640.V60: Organizational Behavior

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**Organizational Behavior
BMGT 640**
**Weeks 1-10, Fall Semester 2021
Room, GBB 119**

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**Section 60: M 4:00-5:50 PM
Section 61: M 6:10-8:00 PM**

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Instructor:	Theresa Floyd, Ph.D.
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Office:	GBB 306
Office Hours:	M 1:00-3:00 PM, or by appointment

Course Objectives:

This course draws on insights from theory and practice to better understand how and why people think, feel, and act in organizational settings. This has always been important but it has become especially important in the modern workplace where employees are increasingly expected to work with peers, superiors, and subordinates across hierarchical and departmental lines to get the job done.

Indeed, most mid to large sized companies will formally evaluate you for promotions not just based on your technical skills but your ability to get work done with and through others. A key objective of this course is to help you become more skilled at managing the many interpersonal challenges of the workplace. With careful study and hard work, you can improve your ability to understand and work successfully with other people in the workplace. It is unlikely that this course will completely transform you and your thinking. But even if it makes you only a few percentage points more effective in your interpersonal interactions, this small increment, like compound interest, is likely to lead you to a far better place down the road.

Learning Outcomes:

At the end of this course, you will be able to:

1. *Practice adaptive leadership* to successfully initiate a needed change in your organization.
2. *Understand* the importance of social networks to career development and advancement, and *craft* and *develop* your own career network.
3. *Practice* providing effective feedback to motivate employees.
4. *Understand* how organizational culture contributes to organizational success, and *describe* the characteristics of an adaptive culture.
5. *Identify* motivating and demotivating manager behaviors.
6. *Understand* the problems that leaders confront in managing teams and conflict.
7. *Identify* the causes of inequality in our business institutions, *identify* problems with commonly-used diversity programs, *identify* and *understand* how to use potentially better solutions.

Required Readings:

- Harvard Business Publishing Coursepack: UM MBA Organizational Behavior 2021; Cost: $29.75; Purchase online using this link: https://hbsp.harvard.edu/import/855370
- The Practice of Adaptive Leadership, Heifetz, Linsky, & Grashow; Cost: ~$30.00; Available from multiple sellers in Hardcover and digital formats
- All other required readings are provided in Moodle.

Evaluation Criteria

A	........93% and above	B	.........83% to 86%	C	.........73% to 76%
A –	.....90% to 92%	B –	.....80% to 82%	C -	…....70% to 72%
B +	......87% to 89%	C +	......77% to 79%	F	.........Below 70%

Requirement	Weight
1. In-class/online discussion (individual work)	10%
2. Assignments (individual work)	25%
3. Capstone Company Case Study Project (individual work)	15%
4. Adaptive Leadership Project (individual work)	25%
5. Team Debate (group work)	25%

Description of Requirements:

This class consists of a combination of readings, group discussion, and practical application (i.e. through exercises and cases). You are strongly encouraged to participate in all these events as they are the central component of the course. You will participate in and analyze various cases or exercises.

Your learning experience depends on personal participation and involvement. Sharing your perceptions and ideas with others is critical for learning and understanding. You should be prepared to take some risks and to be supportive of others' efforts to do the same. You should also be prepared to observe the guidelines outlined below as these promote a more relaxed and productive class atmosphere.

The course is **flexible format**, which means that you can attend live in Missoula, live via Zoom, or participate via online discussion boards. **I strongly suggest that you attend live (either in person or via Zoom)** whenever possible, because you will get a lot more out of the course if you participate in our in-class discussions.

Individual work:
1. **In-class discussion (10%):** For each course topic, there will be required readings and other materials available in Moodle. You are expected to peruse all required materials associated with each Monday class meeting *by the Sunday before class*. During class time, everyone will be expected to participate – I may call on you. This is not to put you on the spot, but to make sure everyone has a chance to contribute. Students who are unable to attend class due to work commitments will fulfill the in-class discussion requirement using the "Continue the Discussion" forum for any class they miss. Take the time to do good work on this – it is to

replace a two-hour class session, so put in the effort! Refer to the Moodle discussion forum for detailed instructions. Initial post is due by the **Wednesday after class**. Response to a colleague's post is due by the **Friday after class**.

2. **Assignments (25%):** There are several assignments associated with the course, each to be completed independently and turned in via Moodle throughout the semester. Details and due dates for each assignment are provided in the Course Schedule and in Moodle under each of the topics covered. No late assignments will be accepted.

3. **Capstone Company case study project (15%):** In this project, you will choose a skill to develop throughout the course of the semester and will report on your activities and what you learned at the end of the semester. More details and due dates for this project are available in the course schedule and in Moodle under the weekly topic folders.

4. **Adaptive Leadership project (25%):** In this project, you will develop your adaptive leadership skills through addressing a thorny challenge you are currently facing at work. We will use in-class peer consulting sessions to help you develop your strategy. More details and due dates for this project are available in the course schedule and in Moodle under the weekly topic folders.

Group work:
Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade. I understand that meeting as a team can pose logistical difficulties. <u>I suggest that you work out a weekly meeting time in advance and hold team members accountable.</u> If you have difficulty meeting face-to-face, please use Zoom, Slack, or other project management tools to collaborate.

5. **Group project: Team debate (25%):** The purpose of this assignment is to debate a controversial topic in the field of Organizational Behavior. Consequently, the assignment will also help your classmates understand a controversial OB issue.

   In the first week of the semester, you will identify the three debate topics you find most interesting. I will assign you to teams based on these choices. All teams will be expected to conduct themselves in keeping with traditional debate etiquette (see Method 2):
   http://www.wikihow.com/Debate

   Procedure: Each team will present arguments in support of their position for up to 7 minutes. Following the initial presentations by the teams, there will be a 2-minute break during which time each team will prepare a rebuttal. Each team will then be given 2 minutes to counter the arguments presented by the opposition and to provide further evidence and logic to support their own position. After rebuttals, there will be a 1-minute break for the teams to collect their thoughts. Finally, each team will have 2 minutes to present their closing statements.

   The time guidelines are strictly enforced. For example, at the end of 7 minutes for the initial presentation, the presentation will be stopped whether all the material has been presented. Thus, it is important that your team carefully consider what information is going to be presented and practice the presentation, so all your arguments fit within the allotted time.

Format: Each team can choose the format and style of their presentation, although a **visual presentation is required for the initial arguments**. In general, teams should ensure their presentations are professional in nature, based on logical arguments, and *reliant on current research* and *not simply the opinions of team members*. Teams are expected to thoroughly research their topic, consulting current periodicals, academic sources, and/or, to a limited extent, the Internet (if you use Wikipedia as a starting point, you must go to the original sources of the material you find there!)

Strive to demonstrate throughout that you understand and can appropriately apply the course material but do not simply repeat material covered in the text or class. Examples of some of the journals and other periodicals you could access include: *Journal of Management, Academy of Management Executive, Harvard Business Review, Journal of Vocational Behavior, Newsweek, Time Magazine, Business Week, Fortune, Fast Company*. If you have a question about the appropriateness of an article or book, please ask me before you use it. You are encouraged to use visual aids, handouts, examples, etc.
Do not wait until the last minute to prepare for the debate! Doing quality work on this project requires significant research and preparation.

Schedule: Debates will take place throughout the course according to the course schedule.

Course Expectations

This course is designed to build on students' functional understanding of organizational behavior. Students are expected to demonstrate communication skills, ethical decision making, and professionalism in the classroom. Positive contribution to class discussions is required.

COVID-19 mitigation
In order to mitigate the risk of COVID-19 spread, and keep our UM family safe, UM is requiring the use of masks in classrooms and labs. Mask wearing is one of our best strategies to defend against contracting or transmitting the virus. If wearing a mask is untenable to you for any reason, please take advantage of the flexible format of our class and attend live via Zoom.

Being Prepared
Students are expected to complete the readings and other preparations, including any assignments PRIOR to class. Students will find that the lectures, discussion materials, and exercises supplement the readings instead of serving as a review of the material covered in the readings. As such, students are expected to diligently complete the readings and be prepared to ask questions regarding any materials that they do not understand. The expectation is to have a highly interactive learning environment. Do not be afraid to participate because of the size of the class and never hesitate to ask questions. If you do not get an opportunity to ask your question during class, stop by my office or feel free to contact me via e-mail.

Professional Behavior
There are very high expectations about professional behavior in the classroom. The following unprofessional behaviors are disruptive to everyone, so please do not engage in them:
1. Arriving late or leaving early.
2. Holding side conversations, even if they are related to the class topic, while others are speaking.
3. Inattention (reading unrelated materials or doing work for other classes).

4. This course is "unplugged." Please turn off all cell phones, iPods, pagers, etc. during class meetings. You may use a laptop or iPad if that is your preferred method for taking notes, but no surfing!

College of Business Core Values
Students first: We educate the whole person
Experiential learning: We create experiences that matter
Thought leadership: We create rigorous and relevant knowledge
Stewardship: We value people, planet and profit

As part of our assessment process and assurance-of-learning standards, the MBA program has adopted six learning goals for our students.

MBA graduates will demonstrate:
1. Integrated knowledge of business functions
2. Communication skills and teamwork ability
3. Ethical conduct, social responsibility and professional leadership
4. Analytical and innovative thinking in business problem solving
5. Knowledge and application of current trends in information technology
6. Ability to evaluate implications of operating in the global business environment

Administrative notes:

Moodle
All class-related communication will be done through Moodle. I will post class notes, any additional readings or other materials, and announcements on this site.

Ethical Guidelines
All students are expected to follow the Student Conduct Code.
(http://www.umt.edu/vpsa/policies/student_conduct.php).
This requires that you clearly give credit to the work of others—ideas, data, direct quotes, paraphrasing must all be clearly referenced. I will run your assignments through TurnItIn, a plagiarism detection program, which will compare your assignment to those in its database.

Students with Disabilities
If there are any students who have special needs because of a learning disability or any other kind of disability, please contact me during the first week of class so that we can make appropriate accommodations to ensure you receive the full benefit of the course. Disability Services for Students can be reached at (406) 243-2243 (Voice/Text) or dss@umontana.edu.
Their website can be accessed via this link: http://www.umt.edu/dss.

Food and Housing Insecurity
Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

Food Pantry Program
UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on

campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the UM Food Pantry website, or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center
The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services
TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Please contact me any time for help if you are comfortable doing so. I will do my best to help connect you with additional resources

Grievance Procedures
The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime after course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue.   If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the College of Business.

Drops and Incomplete Grades
This course follows published UM policies on drop dates and incomplete grades.

Incompletes
Policy per the UM catalog: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.