

9-2013

## BGMT 640.01: Organizational Behavior

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**University of Montana - Missoula**  
**School of Business Administration**  
**Organizational Behavior- BGMT 640**  
**Weeks 1-10, Fall Semester 2013**  
**(I) Tues/Thurs 12:40-2:00**  
**(II) Wednesday 6:10-9:00**

**Professor:** Jennifer Smith  
**Office Hours:** By appointment or contact on email [jenn.smith@business.umt.edu](mailto:jenn.smith@business.umt.edu)  
**Telephone:** (406) 493-4509

### **COURSE DESCRIPTION**

The ability to understand, predict, and improve the performance of employees and organizations is key in today's business environment. This course focuses on some of the "soft skills" that are necessary to manage human actions in organizations. We will study the *individual* aspects related to organizational behavior (including self-awareness, personalities, individual differences, motivation, and perspectives) as well as delving into the *group* and *organizational* aspects, (including conflict, communication, networks, culture, and organizational structure). A particular focus will be on interpersonal skills and the development of personal strategies.

Students are required to review the theories involved in the study of organizations and the people within (through readings and research) so that the focus of the course can be on learning to apply those theories and concepts to real situations (through observations, in-class discussions, and exercises/activities). Application of the theories and concepts will also include managerial skill development through self-assessments and practice exercises.

### **COURSE AND LEARNING EXPECTATIONS**

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

Students are expected to complete the readings and other preparations, including any self-surveys 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.

### **COURSE LEARNING GOALS**

A year (or more) after this course is over, the instructor wants and hopes that students who have taken this course will:

- Practice and use management skills developed in this course,
- Understand themselves and their colleagues more,

- Analyze and evaluate workplace situations in terms of effective management and with an understanding of organizational behavior,
- Relate and reflect on the presence of organizational behavior ideas and management skills in their own work lives,
- Assess current management and leadership skill levels and develop plans for any areas of improvement
- Recognize the importance of organizational behavior and management skills in the workplace,
- Experience success in their interactions with superiors, subordinates, and peers as a result of their enhanced understanding of individual and group behaviors in organizations,
- Contribute meaningfully to strategic planning through their knowledge of organizational behavior
- Develop a self-directed learning agenda to further knowledge gained in this course.

### READINGS AND EXERCISES

**Required text:** There is one required texts for this course:

- **Bringing Out the Best in Yourself at Work by Dr. Ginger Lapid-Bogda.** This is available on Amazon and Barnes and Noble
- **Possible case studies to be purchased.**
- **Articles to be read are on eReserve**

*Accessing many management periodicals:* For your topic research paper. Go to UM Library home page (<http://www.lib.umt.edu>). Click on Databases by Subject, then Business, then Business Source Premier. Entering the title in the search field will allow you to access the articles. Entering the title of the periodical (such as Harvard Business Review) will allow you access to all available volumes. Most have pdf or full text. Students may also search for related readings in this database.

### REQUIREMENTS AND EVALUATION

Grades will be assigned using the +/- system. Grades will be both competitive (i.e., relative to the work of your classmates) and criterion-related.

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

| Requirement  | Weight %    |
|--|-------------|
| 1. Daily Contribution and Participation .....                    | 15          |
| 2. Topic Paper .....   | 20          |
| 3. Self-selected case study .....                                | 40          |
| 4. Assignments (PDP, Time Management, Leadership/Group Exercise) | 15          |
| 5. Group Presentation.....                                       | 10          |
| <b>TOTAL</b>   | <b>100%</b> |

## DESCRIPTION OF REQUIREMENTS

### 1. Daily Contribution and Participation (15%)

The material covered in this class necessitates interactive discussions and skill practice sessions. Contribution/participation assumes attendance – students should be in class every day the class meets. I will “cold-call” on occasion to ensure that each student is held accountable for preparation and that class discussion is not always dominated by a few students. This may also provide shy students the opportunity to participate.

#### *Criteria*

Providing relevant examples, integrating material covered in the reading or in class, arguing (respectfully, with justification) a point made by a classmate or instructor to clarify and move the discussion forward, and actively participating in discussions are all examples of quality contributions. Simply restating a point made by another and digression without a stated purpose are not considered quality contributions.

#### *Standards*

Contribution/participation points (maximum of 2 points each day) are given in each class session. If there are not many opportunities for contribution, points will be based mostly on attendance (participation in the class). Reading the newspaper, studying for other exams or classes, surfing the internet on a laptop, texting, or having side conversations will result in a score of 0.

### 2. Topic Paper (20%)

In the topic paper the student dives more in-depth into any OB area of his/her choice (students are encouraged to discuss the topic with me before commencing). Past students have found that if there is an issue in their organization that they would like to address, that this research paper is a great way to find out some ways of dealing with it. For instance, perhaps you are leading a team of sales people and need to identify new ways to motivate them. Or perhaps there is a lot of conflict and no accountability in the senior management team. Or perhaps your organization is having a difficult time retaining employees. You will most likely face a number of Organizational Behavior Challenges in your career and thus as a leader it is important that you have the ability to research solutions.

The topic paper should include references to research (articles, books, video, etc.) and the student should **evaluate the integrity of the information**. You will find that there are many “experts” in OB and you will need to be discerning as to whether or not their opinions and research have credibility.

The paper should be 2.5-3 pages, single spaced, 12 font, with 1 inch margins. APA style for the references.

### **3. Self-Selected Case Study (40%)**

Students will identify a case study in which to evaluate and apply the concepts, theories, and practices discussed in class. Ideally, the case study will be a current situation where the student is working/volunteering with a group and/or organization. If there isn't a current situation, the student may evaluate a previous work/volunteer experience. If you do not have a previous or current work experience that you feel is appropriate, please contact me and I will find you an alternative (most likely a case study).

Students must identify their proposed topics by Week 2 and turn in a brief overview to me. In evaluating the case study, you **MUST** apply the majority of the concepts that are covered in class. The extent to which you analyze each OB concept may vary. For instance, if the work situation that you are describing contained a lot of conflict you may spend more time discussing the relevant conflict/communication material and perhaps less time will be spent on recruitment, etc. The paper should be a minimum of 8 pages (12 font, single spaced, 1 inch margins) and should include references to class materials and can certainly include materials other than class materials. The paper should provide a brief overview of the situation and how the situation develops, changes, resolves, etc. It should include reflection on what is going well, not just what isn't going well. Also, it is a way of reviewing what may have been done differently in hindsight. **Please ensure that you keep appropriate confidentiality.**

### **4. Assignments**

#### **PDP (05%)**

A Personal Development Plan is a critical tool for organizations for a variety of reasons. It is an important part of leadership development, succession planning, and employee development and performance. Thus, as part of this course, you will create a PDP. Instructions and a template will be provided. Chapter 7 of BOTB may be helpful in creating the PDP.

#### **Time Management (05%)**

Planning and time management are critical for the success of the individual, teams and the organization. Thus, as part of this course, you will be required to plan and manage your time during the semester and reflect on how well you did so. Details of the assignment will be provided in the first class.

#### **Leadership/Group Process Paper (05%)**

Some of the course participants will be taking the Leadership Course on the weekend of September 20-22. The Leadership Course will be videotaped and we will watch the class experiences on September 24 or 25. You will be given some questions to answer to analyze the leadership and group processes in both the Leadership Course and the Movie being shown during Week 4.

## 5. Group Presentation (10%)

Participation in discussions about organizational behavior topics every class session is expected. Students will work in small groups to prepare discussion questions and lead classmates for some of the discussion topics. The groups will be chosen for you. The idea is to lead the class in an intellectual conversation about the topic, think about the issues related to that topic and learn from each other. Each group will be **strictly limited** to 30 minutes. Each group should discuss with me ahead of time what they plan to do.

### **Mission Statements and Assurance of Learning**

The University of Montana's School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

The University of Montana MBA Program's mission is to serve our region by educating leaders to effectively manage organizations in a global business environment.

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 and understanding of various business functions.
2. Strong communication skills supportive of their leadership abilities.
3. Integrity and ethical behavior in individual and collective work.
4. Analytical and critical thinking in decision making.
5. An understanding of emerging trends in information technology and the interplay between information technology and organizational strategy.
6. An understanding of the implications of the global business environment.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

**Plagiarism and cheating are strictly forbidden.** If you do not understand what constitutes plagiarism or cheating, please visit with me or look at the Student Conduct Code.

**E-mail:** Please contact me using your university assigned email whenever possible. It is the policy of the university that students and instructors correspond by university email. I would encourage you to use the email feature in the course supplement (Quickmail) to send me messages about class. Thank you!

**If you have an authorized disability and need accommodation, please contact me during the first week of class. Should an incident occur during the session to cause you a disability, contact me as soon as possible. Disability Services for Students can be reached at (406) 243-2243 (Voice/Text) or <http://www.umt.edu/dss>.**

**SCHEDULE – Subject to Change**

**FALL 2013**

| Week and Dates    | Topic/Class Format  | Readings and Assignments due for THAT day<br><i>eRes: Reading is located in eRes</i><br><i>BOTB: Bringing out the Best in Yourself at Work</i>  |
|-------------------|---|---|
| 1: August 26-29   | <b>Introduction and Individual Behavior</b><br>Organizational Behavior<br>Leadership<br>Personal Development<br><br>Time Management                         | <b>Readings:</b><br><br>eRes: Creating the Best Workplace on Earth (HBR May 2013)<br>eRes: Discovering Your Authentic Leadership (HBR Feb 2007)<br>eRes: The Power of a Development Plan (Human Resource Planning)<br>eRes: Manage Your Energy, Not Your Time (HBR October 2007)<br><a href="http://blogs.hbr.org/cs/2013/01/how_to_allocate_your_time_and.html">http://blogs.hbr.org/cs/2013/01/how_to_allocate_your_time_and.html</a>   |
| 2: September 2-5  | <b>Individual Behavior: Motivation</b><br>Enneagram and Motivation<br>Motivation<br><br>The Psychological Contract<br>Daniel Pink                           | <b>Readings:</b><br><br>BOTB: Introduction and Chapter 1<br>eRes: Employee Motivation: A Powerful New Model (HBR July 2008)<br>No Reading<br>No Reading<br><br><b>Assignments:</b><br>1. Identification of case study topic- short typed description<br>2. Use <a href="http://www.theenneagraminbusiness.com">www.theenneagraminbusiness.com</a> and Chapter 1 of BOTB to identify your Enneagram type and complete Enneagram Homework.<br>3. Create time management plan  |
| 3: September 9-12 | <b>Individual Behavior and Groups:</b><br>Perception and Attribution<br><br>Decision Making<br>Communication<br><br>Conflict<br><br><b>Jen in Kalispell</b> | <b>Readings:</b><br><br><a href="http://harvardmag.com/pdf/2010/11-pdfs/1110-48.pdf">http://harvardmag.com/pdf/2010/11-pdfs/1110-48.pdf</a><br>eRes: How (Un)ethical are you? (HBR December 2003)<br>eRes: The Hidden Traps in Decision Making (HBR January 2006)<br>eRes: The New Science of Building Great Teams (HBR April 2012)<br>BOTB: Chapter 2<br>BOTB: Chapter 4 (skim)<br>ERes: Want Collaboration?: Accept—and Actively Manage—Conflict (HBR March 2005)<br><br><b>Assignments:</b><br>1. Group 1: Perception and Attribution/Decision Making<br>2. Group 2: Communication and Conflict<br>3. Conflict |

|                              |   |   |
|------------------------------|---|---|
|                              |   | homework <a href="http://www.ucdenver.edu/academics/colleges/SPA/BuechnerInstitute/Centers/RMLP/RMLP2013Assignments/Documents/Thomas-Kilmann%20Instrument.pdf">http://www.ucdenver.edu/academics/colleges/SPA/BuechnerInstitute/Centers/RMLP/RMLP2013Assignments/Documents/Thomas-Kilmann%20Instrument.pdf</a>  |
| <b>4: September 16-19</b>    | <p><b>Groups:</b><br/>Teams</p> <p>Group Decision Making<br/>Group Think<br/>Roles</p> <p><b>Jen Away</b><br/><b>Movie and group discussion</b></p> | <p><b>Readings:</b><br/>BOTB: Chapter 5<br/>eRes: The Discipline of Teams (HBR July 2005)<br/>eRes: Conquering a Culture of Indecision (HBR January 2006)<br/><a href="http://www.mindtools.com/pages/article/newLDR_82.htm">http://www.mindtools.com/pages/article/newLDR_82.htm</a><br/><a href="http://www.belbin.com/rte.asp?id=8">http://www.belbin.com/rte.asp?id=8</a> (review Belbin's 9 team types)<br/>BOTB: Chapter 6</p>  |
| <b>5: September 23-26</b>    | <p><b>Groups:</b><br/>Social Identity Theory<br/>Leadership</p> <p>Delegation<br/><b>Guest Speaker: Joe DeCree</b></p>                              | <p><b>Readings:</b><br/>No reading<br/><a href="http://blogs.hbr.org/cs/2013/08/research_male_leaders_should_think_more_like_women.html">http://blogs.hbr.org/cs/2013/08/research_male_leaders_should_think_more_like_women.html</a><br/>Further articles TBD<br/>No reading</p> <p><b>Assignments:</b><br/>Topic Papers Due</p>  |
| <b>6: September 30-Oct 3</b> | <p><b>Organizations:</b><br/>Culture</p> <p>Ethics</p> <p><b>Jen in Billings</b></p>  | <p><b>Readings:</b><br/><a href="http://hbr.org/2013/05/how-culture-shapes-the-office/ar/1">http://hbr.org/2013/05/how-culture-shapes-the-office/ar/1</a><br/>eRes: Cultural Change That Sticks (HBR July-August 2012)<br/><a href="http://www.inc.com/magazine/20090501/the-zappos-way-of-managing.html">http://www.inc.com/magazine/20090501/the-zappos-way-of-managing.html</a><br/><a href="http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness.html">http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness.html</a></p> <p><b>Assignments:</b><br/>1. Leadership/Group Assignment Due<br/>2. Group 3: Culture</p>  |
| <b>7: October 7-10</b>       | <p><b>Organizations:</b><br/>Diversity and Inclusion</p> <p>Power/Influence<br/>Bullying</p> <p><b>Jen in Bozeman</b></p>                           | <p><b>Readings:</b><br/><a href="http://www.mckinsey.com/client_service/organization/latest_thinking/women_at_work">http://www.mckinsey.com/client_service/organization/latest_thinking/women_at_work</a><br/>eRes: Women Rising: The Unseen Barriers (HBR September 2013)<br/>eRes: The Uses and Abuses of Influence (HBR July-August 2013)<br/><a href="http://www.workplacebullying.org/wbiresearch/2010-wbi-national-survey/">http://www.workplacebullying.org/wbiresearch/2010-wbi-national-survey/</a><br/><a href="http://www.forbes.com/sites/worldviews/2012/04/30/why-women-are-the-worst-kind-of-bullies/">http://www.forbes.com/sites/worldviews/2012/04/30/why-women-are-the-worst-kind-of-bullies/</a></p> <p><b>Assignments:</b></p> |

|                              |   |  |
|------------------------------|---|--|
|                              |   | 1. Group 4: Diversity and Bullying   |
| <b>8: October<br/>14-17</b>  | <b>Organizations:</b><br>Talent Management<br><br>The Balanced Scorecard<br>Succession Planning<br>Competency Frameworks<br>Designing high perform. jobs                                  | <b>Readings:</b><br>eRes: How to Keep Your Top Talent (HBR May 2010)<br>eRes: Make Your Company a Talent Factory (HBR June 2007)<br><a href="http://www.hbs.edu/faculty/Publication%20Files/10-074.pdf">http://www.hbs.edu/faculty/Publication%20Files/10-074.pdf</a><br>no reading<br><a href="http://nreilly.asp.radford.edu/3m%20leadership%20competency.pdf">http://nreilly.asp.radford.edu/3m%20leadership%20competency.pdf</a><br>eRes: Designing High Performance Jobs (HBR July 2005)<br><b>Assignments:</b><br>1. Personal Development Plans consider chapter BOTB Chapter 7<br>2. Group 5: Talent Management   |
| <b>9: October<br/>21-24</b>  | <b>Organizations:</b><br>Management by Objectives<br>Accountability<br>Recruiting, Onboarding<br><br>Career development<br><br>Performance Appraisals<br>360 Feedback<br>Job Satisfaction | <b>Readings:</b><br><a href="http://communicationtheory.org/management-by-objectives-drucker/">http://communicationtheory.org/management-by-objectives-drucker/</a><br>no reading<br>eRes: The Definitive Guide to Recruiting in Good Times and Bad (HBR, May 2009)<br><a href="http://laticemcc.com/mass_career.html">http://laticemcc.com/mass_career.html</a><br><a href="http://laticemcc.com/lattice_at_a_glance.html">http://laticemcc.com/lattice_at_a_glance.html</a><br>BOTB Chapter 3<br>eRes: Getting 360 degree feedback right (HBR, January 2001)<br>no reading<br><b>Assignments:</b><br>1. Group 6: MBO and 360 Feedback<br>2. Group 7: Recruitment, Career Development |
| <b>10: October<br/>28-31</b> | <b>Wrapping It Up: The<br/>OB/Management Package</b><br>Organizational Structures<br><br>Change Management<br><br>Stress Management   | <b>Readings:</b><br><a href="http://blogs.hbr.org/ashkenas/2011/03/solving-the-rubiks-cube-of-org.html">http://blogs.hbr.org/ashkenas/2011/03/solving-the-rubiks-cube-of-org.html</a><br>eRes: Your Company Secret Change Agents (HBR, May 2005)<br>eRes: Leading Change-Why Transformation Efforts Fail (HBR, January 2007)<br>TBD<br><b>Assignments:</b><br>1. Group 8: Change Management<br>2. Short paper reflecting on time management  |
| <b>November 6</b>            |   | <b>Assignments:</b><br>Self-Selected Case Study Due  |