

1-2015

BMGT 340.01: Management & Organizational Behavior

Bambi M. Douma

University of Montana - Missoula, bambi.douma@umontana.edu

Christina Henderson

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Douma, Bambi M. and Henderson, Christina, "BMGT 340.01: Management & Organizational Behavior" (2015). *Syllabi*. 2579.
<https://scholarworks.umt.edu/syllabi/2579>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.



BMGT 340: Management & Organizational Behavior

Spring 2015 / Syllabus for Sections 1 and 3

Three credits (3 cr.), Traditional Grading option only Course

Pre-requisites: Junior in Business; lower core

Course Co-requisite: none

Instructors:	Dr. Bambi Douma (Sec. 1) GBB 322	Christina Henderson, MBA (Sec. 3) GBB 348 #4
Office Hours:	T: 10:00 AM - 12:00 PM Other times by appointment	TR: 7:30-8:00 AM
	<i>**Exceptions will be posted in a Moodle Announcement**</i>	
Telephone:	(406) 243-6148	(406) 243-2931
Email:	Dr. Douma Email	C. Henderson Email
Class Location:	MW 9:40-11:00 AM, GBB 119	TR 8:10-9:30 AM, GBB L14

Class Web Page: UOnline [BMGT 340 Common Area](#) and your specific section.

The instructors are collaborating on the overall course schedule and content. We will be using the Moodle Common Area to post information that is relevant to all sections. Announcements, readings, assignments, discussion topics, etc. that are specific to our different sections will be posted on the Moodle page for that section. A class schedule with key assignments and due dates will be posted in Moodle.

Program Mission Statement and Assurance of Learning

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

- 1: SoBA graduates will possess fundamental business knowledge.
- 2: SoBA graduates will be able to integrate business knowledge.
- 3: SoBA graduates will be effective communicators.
- 4: SoBA graduates will possess problem solving skills.
- 5: SoBA graduates will have an ethical awareness.
- 6: SoBA graduates will be proficient users of technology.
- 7: SoBA graduates will understand the global business environment in which they operate.

Management & Organizational Behavior: Course Description and Objectives

Catalog Course Description: Offered every term. Prereq., junior standing in Business. An intensive examination of the fundamentals of management and organization supported by the application of behavioral science principles to the management of people in organizations.

Primary objectives.

1. BMGT 340 provides students the opportunity to learn about the foundations and fundamentals of management and organizational behavior. A combination of readings, films, self and group assessments, and both in-class and outside exercises will be used to enhance learning and understanding in this area.
2. Students develop an understanding of behaviors, reasons for behaviors (such as ability or motivation issues), and appropriate – as well as legal and ethical – ways of dealing with and communicating about those behaviors.

Participation in class activities and discussions is imperative in this course, so students should plan to attend class each day, be on time, and be prepared.

Learning Outcome Summary.

At the end of this course, students should be able to:

1. Understand the roles and responsibilities associated with management, including planning, organizing, staffing, controlling, and leading;
2. Demonstrate knowledge of the historical, classic and contemporary management concepts and theories;
3. Understand the specific organizational roles of a human resource management professional and the connection between people/employee management, firm strategy, and the bottom line;
4. Understand the basics of managing people in a global economy with an increasingly culturally diverse workforce and to make ethical decisions that are socially sensitive;
5. Be familiar with the basics of the political, technological, environmental, and legal impacts on managing people in different geographical locations;
6. Demonstrate critical thinking skills and the ability to recognize typical behaviors associated with organizational productivity (including behaviors driven by individual/group differences, global diversity, motivation, conflicts, decision-making, leadership, unions and innovation). Understand ways to manage people with behavioral issues either through addressing ability and/or motivation;
7. Understand the legal considerations that must be taken into account in employment processes from hiring to termination, understand maintaining and developing employees, including safety, health, and personal growth issues;
8. Be familiar with techniques of analyzing and designing jobs and organizations, including structure and culture, to address productivity and performance;
9. Demonstrate ability to effectively communicate at all levels about people and performance issues that require differential motivational and leadership competencies to enhance individual, group/team, and organizational performance;

10. Understand the elements of change and how to introduce, manage, and lead change at all levels (with individuals, with groups/teams, and with the organization as a whole).

Major Field Test

As a graduation requirement, all business majors must take and pass the Major Field Test, a standardized test administered by ETS, when they take their capstone near the end of their program. Material from BMGT 340 is included on the Major Field Test. Likewise, material from BMGT 340 is used in later business courses. Students are encouraged to keep their books and notes for future reference.

Grade requirement to take the capstone, upper division BMGT courses

C- or better

Required Materials

- *Text: Fundamentals of Management, 9th Edition, with access to MyManagementLab*, by Stephen P. Robbins, David A. DeCenzo, and Mary Coulter. Articles/Chapters assigned daily (on Moodle). The text and access to MyManagementLab is available as an eBook through the bookstore and also directly through PrenticeHall. You may find rentals and other access to the text in a variety of places, such as CourseSmart and Amazon.com, to name a couple. ISBN-10: 0133792390.
- *Book/Library Access:* Be able to access books (e.g., popular leadership books) and article resources (e.g., the Wall Street Journal, Business Week, Forbes, Fortune, Business 2.0, Economist, Inc., etc.) either online or in print. Periodically, additional materials will be made available on Moodle
- *Clicker:* Available at UM Bookstore. Either version 1 or 2 will work; no apps will be allowed

Requirements/Grading

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

A	93% and above	B-	80% to 82%	D+	67% to 69%
A-	90% to 92%	C+	77% to 79%	D	63% to 66%
B+	87% to 89%	C	73% to 76%	D-	60% to 62%
B	83% to 86%	C-	70% to 72%	F	Below 60%

<u>Requirement</u>	<u>Weight</u>	<u>Learning Outcome Addressed</u>
Engagement and Contribution	20%	1-10
Study Group Assignments	15%	1, 2, 3, 6, 7, 9
Exam #1	15%	1, 2, 4, 5, 8
Exam #2	20%	1, 3, 7, 10
Final Exam	30%	1-10
Total	100%	

Engagement and Contribution – 20%

Students are expected to attend class and participate in the class activities, including the online activities (e.g., discussion forums, etc.). The instructor supplements the information in the readings, rather than going through the same information; it is important that students are engaged. In some instances class activities might consist of discussing an article or material. Other activities might include watching a video, completing pop-quizzes, role-playing, group exercises, discussions, and expressing ideas about certain questions raised in class. Homework on the MyManagementLabs system is also included here.

Criteria

Providing relevant examples; integrating material covered in the reading, outside readings, or in class; arguing (respectfully and with justification) a point made by a classmate to clarify and move the discussion forward; and actively participating in class exercises are all examples of quality contributions.

Standards

Contribution/participation points (maximum of five points each day) are given in most classes. If there are not many opportunities for contribution, all points will be based on attendance (i.e., participation in the class). Reading the *Kaimin*, studying for other exams or classes, text-messaging, Facebooking or IMing during class, and other passive involvement in class will result in decreased contribution and participation points. Expectations for contribution/participation in the Moodle activities are determined by each activity.

Quality in-class contributions (see first paragraph for examples) earn a 5, active participation and lower quality contributions earn a 4, active participation with no contributions earns a 3, passive participation with no contributions earns a 2, sleeping or exhibiting other behaviors that detract from the learning environment earns a 1, and being absent earns a 0 (unless approved by instructor prior to class). The instructor will inform the class through Moodle and email prior to class if she will be absent; the same is expected from the students. Full Moodle participation in an activity will earn a 5, partial participation will earn 1-4 depending on extent of participation, and no participation in the activity will earn a 0 (unless approved by instructor).

Short quizzes designed to check preparation for the class may be given periodically. If a contribution grade is given for that class session, then the daily grade will be an average of contribution and the quiz. It is possible for a student to actively contribute, earning full points for contribution, and also earn a 0 on the quiz. The daily grade for that student would be a 2.5 (which is the same as a 50%). There will be no make-up quizzes. If the student is absent on a quiz day, the daily grade earned will be 0 (unless absence has been approved by instructor).

Study Group Assignments – 15%

Each student will be assigned to a small group. This group will participate in Moodle discussions and complete three specific assignments together over the course of the semester.

Criteria and Standards for these group assignments will be available on Moodle. Each group member is expected to participate with his/her assigned group. There will be an end-of-semester group member evaluation, which can affect individual grades in this area. That is, if a majority of the group agree that one individual did not pull his/her weight in the study group, then that individual's grade will be affected.

Exams

There are three exams – two “mid-terms” and one final. These exams will include multiple-choice and short answer/essay questions and each is cumulative. Exams will be delivered through Moodle on a specific date and within a specific time period. All students must take the exam during that time frame.

Exam #1 – 15%

The first exam is tentatively scheduled for week 7. It will cover all material read and discussed in class and on Moodle up to that date.

Exam #2 – 20%

The second exam date is tentatively scheduled for week 10. It will cover all material read and discussed in class and on Moodle up to that date, with a majority of questions coming from material after Exam #1.

Final Exam – 30%

The final exam date is tentatively schedule for Monday, May 11. This exam is considered to be comprehensive; that is, it will cover all material read and discussed in class and on Moodle during the semester. A majority of the questions will come from material after Exam #2, but everything is fair game.

Students must take exams on their regularly scheduled days unless they have an excused absence. Excused absences ONLY include (1) University-approved absences, (2) documented health emergencies, (3) civil service such as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. During the exam, students may use books or notes. However, exams are timed, so students are encouraged to know the material without having to look answers up in the books/readings.

Extra Credit

There are not many opportunities for extra credit offered in this class. Opportunities, if any, will be identified by the instructor.

Class Policies

Students are expected to attend each class, read the required material before each session, and ask questions when clarification is needed. Because class discussions are an integral part of this course, students may be called upon if there are no volunteers. Students can expect the instructor to also attend and be on time to class, be prepared, be available outside of class and by email (at reasonable times) to answer questions, to provide timely feedback, and to use class time for Management and Organizational Behavior material.

Please turn all cell phones, pagers, hand-helds, and other beeping/buzzing devices off (or at least on 'silent') when in the classroom. If there is one disturbance, it will be forgiven. However, if it becomes an issue, the student will be asked to leave. Texting or using computers for anything besides notes or looking up class material during class is not considered quality contribution to class and students will receive lower contribution grades and may be asked to leave.

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. The University of [Montana Student Conduct Code](#) specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.

In addition, please read and become familiar with the [School of Business Administration's Code of Professional Conduct](#) at <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.

Plagiarism and cheating are strictly forbidden. If you do not understand what constitutes plagiarism or cheating, please come and see me.

E-mail: Beginning on July 1, 2007, the university has a new policy regarding student e-mail accounts. Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. According to the memo I received, this means that you need to either use a grizmail.umt.edu address or a umontana.edu address for email correspondence with your professors. Please make sure you are using that email address (checking it frequently, etc.) - you will receive emails from me there.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.