

9-2002

MGMT 340.02: Management and Organizational Behavior

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MGMT 340 Management And Organizational Behavior

Dr. Fengru Li

MGMT. 340 Sections 1& 2

Section 1 meets MWF 8:10-9:00 GBB L09

Section 2 meets MWF 9:10-10:00 GBB L09

School of Business Administration

Fall 2002

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Office Hrs: MWF 10:10-11:00 & by appointment

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, motivation and leadership;
- 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 edge, 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 for ten years and international business professional for 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 and educators, to treat this class as a 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 to our team.
4. To have 60% of the textbook information covered, in addition to other sources.

Teaching approach:

50% lectures and 50% class activities, which include structured group discussions, group activities, cases studies, guest speakers, movies, field research trips to local business (your presentation project) and your team presentations.

Course Evaluation:

Course Grade (no curve, no extra credit work due to class size)

91-100 points= A; 81-90 points= B; 71-80 points= C; 61-70 points = D; 60 or below = F

1. **60 points total:** Six 10- question multiple-choice quizzes (an optional comprehensive Quiz 7 will be given on 12/11 for those who want to have a lowest scored quiz dropped)
2. **40 points total:** Team presentation project. Missing this project leads to "F" for the course grade. (Team research and presentation 25 pts. Team Written Executive Research Report 15 pts.)

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

Course Policies:

Tardiness is **strongly** discouraged. If teaching and presentation are in progress, please enter from back door.

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

Quiz days fall into the weeks specified without prior notice of the specific day. The rationale is to reward those who are with our team through thick or thin, attending all classes.

Bring textbook to class every day. Occasionally, I'll have open-book quizzes.

Personal Information

Confucious said back in 500 B.C. that it takes *one year* plan to harvest crops, *ten years* for a tree, and *100 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 first for the Chinese government and later for American companies doing marketing and sales with clients from countries in the North America, Europe, Asia and the Middle East.

I've taught at Nankai University in China, Hong Kong Baptist University in HK, University of Washington in Seattle, and Business School of the University of Montana since 1997. 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 focus on human behaviors in cross-cultural business and organizational settings, and intercultural marketing communications.

I have a 19-yr-old son who just graduated from Sentinel High school and is a freshman at Montana Tech. in Butte. I've two adoptive dogs whom I 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.

■ **TENTATIVE SCHEDULE**

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

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

9/4 Course Orientation: Attitude Survey; Course intro; Team contract (due 9/11 in class)

9/6 Video: Paradigm Shift

WK2 Quiz #1(ch. 1 & 2): Chapter1, 2

9/9 Lecture, Networking exercise;

9/11 lecture, Networking continues; Team Contract due; lecture

9/13 Lecture

WK3 Team formation week: Chapters 3&4;

9/16 lecture, Networking continues

9/18 lecture, Movie and Team formation day (read attached team project assignment sheets)

You are at your own risk to miss this day to join a team

9/20 Lecture; Li debriefing Field Research Project

WK4 Quiz #2(ch. 3 & 4): Chapter 5

9/23 Lecture

9/25 lecture **Team research information sheet due**

9/27 Lecture; Li assigns presentation schedule

WK5 Chapter 6

9/30 lecture,

10/2 **No formal class; Teams do field research. Dr. Li in office**

10/4 Lecture

WK6 Quiz #3(ch. 5 & 6); Team 1 presentation; Chapter 8

10/7 Lecture

10/9 Lecture

10/11 Team 1 presentation

WK7 Team 2 presentation; Chapter 9

10/14 Lecture

10/16 Team 2 presentation

10/18 Lecture

WK 8 Quiz # 4 (Ch. 8 & 9); Team 3 presentation; Chapter 10

10/21 Lecture

10/23 Team 3 presentation

10/25 Lecture

WK 9 Team 4 presentation; Chapter 10 & 11

10/28 Lecture
10/30 Team 4 presentation
11/1 Lecture

WK10 Chapter 11; Quiz # 5 (Ch. 10, 11); Team 5 presentation

11/4 Lecture
11/6 Team 5 presentation
11/8 Lecture

WK11 Team 6 presentation; Chapter 13

11/11 **Veteran's Day; No Class**
11/13 Team 6 presentation
11/15 Lecture

WK12 Team 7 presentation; Chapter 13 & 14

11/18 Lecture
11/20 Team 7 presentation
11/22 Lecture

WK 13 Team 8 presentation; Chapter 14 & 15

11/25 Team 8 presentation; lecture
11/27 **Thanksgiving; No Class**
11/29 **Thanksgiving; No Class**

WK 14 Chapter 15

12/2 Lecture
12/4 Team 9 presentation;
12/6 Team 10 presentation

WK 15 Quiz #6(ch. 13, 14, 15);

12/9 Lecture, Course summary, movie on negotiation
12/11 lecture
12/13 **No Class. Executive report writing day; Dr. Li in office**

WK 16 Finals

12/19 Hard copy team executive report due by 9:00 AM to Dr. Li's office. Late turn-ins will be penalized.

12/19 **Optional comprehensive Quiz # 7; (9:00-10:00)**

Management 340 Team Contract due 9/11 class (Fall, 2002)

By turning in this contract in class, you've agreed to live up to the expectations of the course.
Make a copy before turning in.

Name: Student I.D.

School Yr: E-mail:

Major: Expected performance: (A-F):

Work/Volunteer experience:

Expected absences and reasons:

My philosophy on learning:

My expectation of my research team:

My expectations of Professor Li:

My expected contributions to this class:

My hobbies and specialties:

Networking sheets:

Spend 5-7 minutes on each person, network 2 persons a day. Ask about any information you all feel comfortable with. For your selection of team members, you may consider the following:

Work experience, career goals, hobbies, things that turn you on/off, hometown, parents, work styles (i.e. organizer, procrastinator, leader, follower, goofer, etc.). Be creative.

Day 1:

Name:

Name:

Day 2:

Name:

Name

Day 3:

Name:

Name

Day 4:

Name:

Name

Team Research Information sheet (due 9/25 class)

Make yourself a copy before turning in.

Preferred presentation time/day (check the syllabus schedule and rank your three choices)

Presenters:

Name:

Name:

Name:

Name:

Name:

Possible topics (up to three) that relate to course contents

Possible businesses/ organizations to visit and study (up to three)

1,

2,

3,

Members' connections with the business(es)

Possible field trip days, time:

specify

Possible research methods, procedure:

Division of responsibilities (who does what, when, how etc.)

Team Research Project 40 points

(25 pts for research & presentation, 15 pts for Team's Executive Report)

- Team formation (5 people in a team)
- Team information sheet due in class
- Team Executive Research Report due final's wk (see requirements attached)
- Team peer evaluation due (right before your presentation)

**** Late turn-ins will result in 1/10 deduction of project grade for the team ****

Research /Presentation Task:

Your team contacts a local business or organization, profit or non-profit, to study any **one aspect** of the O.B. issues. Your field experience with the business should help you to understand and make sense of the organizational concepts as practiced or not practiced in real organizations.

Your field research methods may include any or all of the following:

Visiting the business, observing activities there, interviewing, questionnaire surveys, serving as consultants, providing training, etc.

Your team presents your research to the class (make sure to make a formal invitation to the businesses you studied to listen to your presentation if they choose so).

I will not mediate any conflicts. The whole team is responsible for the project. If there are signs of problems, deal with them. Choose your own team members with caution. Here are some tips:

- a. Observe individuals during the first two weeks activities of "net-working."
- b. If you're a trooper, don't associate yourself with a slacker unless you're on a mission possible.
- c. Take initiative to ask and connect, instead of waiting to be asked.

I. Team Presentation Grading criteria (25 pts. Grading sheet attached)

1. Peer Evaluation sheet due in class on your presentation day
2. Start and Finish on time, total of 35 minutes.
A full 30 minutes presentation and followed by 5-minute questions from the audience.
3. Power Point presentation is required. It is your responsibility to learn the operation system.
4. Presentation demonstrates team spirit, equal participation of all members, smooth transitions among members and subjects, clear and creative introduction, content, conclusion, visual (aids if you have)
5. Your objectives/goals are clearly stated.
6. Presentation strategies and tactics are well conveyed through contents design and clear *transitions among members*.
7. You invite audience participation.
8. Your presentation is lively, innovative, focused, and sustaining audience interest.
9. Presentation outline (not power point slides, but a real outline) to instructor is required before presentation. It is typed, titled, with correct outline format including thesis statement, introduction, complete supporting subtitles, and conclusion. It has section, title, date, all presenters' names etc. (see suggested guideline of writing on pgs. 14-15)

Management 340

Organizations

A golf course
Great Harvest Bread
Campbell's soup
Thompson Dental
UM Soccer Team
Iron Horse Bar
Sean Kelly's
Mackenzie River Pizza Company
McDonald's
Costco
Sun Mountain Sports
The Missoulian
Police department
Albertson's
Bitterroot Motors
Youth Home
A local accounting firm
American titles
John Deere
Saturn
Walmart
Department of Corrections
Delta Airlines
A national firm
?
Bob Ward's
Great Harvest Bread

Subjects under presented, but encouraged

Business Ethics
Organizational culture
Organizational change and performance
Innovation and creativity
Employee participation
Learning organizations
Decision making process and behaviors
Influence in leadership
Power and politics in organizations
Impression management
Team behaviors
Conflicts management

Sample presentation topics from previous semesters

Topics

Weber's organization theory
Organizational culture
Media communication in Asian countries
Diversity in hiring, training, and retention
How to train teams
Personality in hiring
Motivation
Motivation in customer service
Training
Hiring and training
Creativity, innovation, and the brain
Benefits
Job design and motivation
Training and rewards
Stress management
Management communication
Technology and communication
Team and performance appraisal
Leadership
Teams
Training and performance
Dealing with change
Customer service
Telecommuting and its impact
Communication networks
Business communication
culture, management, success

Business communication
Interpersonal communication among people
Organization and environment
Personality tests and performance
Performance appraisal
Rewards and performance
Equity theory and practice
Social contract
Behavior modification
Perception and attitudes
Work force diversity
Management skills

2002 **Team Research Presentation Grading Sheet (25 points)**

Presentation date:

Presentation subject:

Individual peer evaluation due on the day of your presentation

Reminder: your presentation is based on your field study of a local or national business or organization with respect to any **one aspect** of its management or organizational behavior issues.

E = Excellent (A) G = Good (B) I = Improvement Needed (C) L = Lacking (below D)

I. Time Management 5pts

Start on time:
Full 30 minutes content presentation:
Finish on time:
Full 5-minute Q & A from audience:

II. Team spirit demonstrated: 5pts

Equal presentation of all members:
Smooth subject transitions among members:
Invited audience participation during presentation:
Comments:

III. Content Organization: 10 pts

Clear thesis statement:
Creative introduction:
Clearly stated objectives/goals:
Contents design clearly conveyed via topic arrangement, strategies, tactics:
Clear conclusion:
Creativity and originality:
Comments:

IV. Presentation Styles 5pts

Professionally written outline to professor prior to presentation (see sample):
Lively, innovative, focused use of technology:
Visual aids facilitate learning:
Sustained audience interest/attentions:

Confidential. For instructor's use only. Due in class on your presentation day Name of evaluator :

PEER EVALUATION OF TEAM MEMBERS

Please use the following form to evaluate your fellow group members for the team research and presentation project. You should NOT include yourself in the evaluations.

Member Name	Meetings	Quality and Quantity	Cooperation and Teamwork	Follow Through	TOTAL SCORE

Meetings:

- 4 = Attended all meetings, arrived on time, stayed longer than the scheduled meeting time
- 3 = Attended most group meetings, arrived on time, stayed to length of time scheduled
- 2 = Attended some group meetings, and arrived late or left early on occasion
- 1 = Rarely attended meetings, and when attending arrived late or left early

Quality and Quantity:

- 4 = Continuously provided valuable input into the project and facilitated discussions
- 3 = provided useful input most of the time, and was helpful in getting tasks accomplished
- 2 = Ideas were weak and input limited, performed only work assigned
- 1 = Contributed very little, if at all, to the paper

Cooperation:

- 4 = Led the group in establishing a cooperative team environment
- 3 = Sometimes led the group, provided the support for other team members on occasion
- 2 = Went along with whatever the rest of the group decided
- 1 = Created problems and was disruptive

Follow-through:

- 4 = Completed assigned work on time and error free
- 3 = completed work on time with some changes required
- 2 = required some prompting to complete assignments on time, several changes were required
- 1 = Rarely completed assignments, work completed was often not useful

Other comments

Dr. Li's 340 sections

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

1. Please read suggested guidelines for writing an outline and executive report in your syllabus before writing
2. All team members get one grade because the team turns in one report.
3. 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.
4. It should include at least the following elements:
 - Cover page with title, team members' names, 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. Cover page with title, team members, section number, and name of the organization studied, formal writing style with correct grammar, sentence structure, and spelling, 2-page max, double-spaced in 12 font.

5 pts 2. Your paper has a clear theme statement sentence and supporting arguments (1-3). You have developed complete supporting points to support your theme 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.

Team grade:

Confidential. For instructor's use only. Due in class on your presentation day Name of evaluator:

PEER EVALUATION OF TEAM MEMBERS

Please use the following form to evaluate your fellow group members for the team research and presentation project. You should NOT include yourself in the evaluations.

Member Name	Meetings	Quality and Quantity	Cooperation and Teamwork	Follow Through	TOTAL SCORE

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Other comments

SUGGESTED GUIDELINES FOR WRITING AN OUTLINE AND EXECUTIVE REPORT

First find a topic you care about, something you can be passionate about. Writing about things you care a lot about will maintain your interest and make your writing more interesting for the reader.

View your writing as a process of discovery, not as a means to transmit information or answers that you are already know. Learn something even while you are writing.

Write down what you already know about your topic, in no particular order or format. Use research if you want. Once you have an idea of what you already know, ask yourself what you still want to learn.

In a first draft, do not be afraid to explore what seems to be bizarre or tangential. It's only a first draft and everything you write can be deleted or changed. No one but you has to read this draft. Often by letting your imagination run wild, you stumble upon your best insights.

In a first draft, do not worry at all about format, grammar, spelling. What's important is content. You can always fix your mechanics later.

Do not think that your writing has to be perfect. That attitude creates writer's block because nothing will be good enough. Let your mind and your writing run free. There is always time to edit. Everything that has ever been published has undergone more than one draft. Everything you read has been edited.

Develop a thesis. A thesis is the point you want to make, a position you are willing to argue. Again, make it something you feel passionate about. Write it boldly in a declarative sentence. Do not make it a question. Do not be wishy-washy. Be specific as you can be. For example, I may want to write an essay about the Acme Company. A bad thesis might be: "I think the Acme Company may be a bad place to work." A better thesis would be: "The Acme Company is not a desirable place to work because its wages and benefits package are poor, there is little room for advancement, and management tends to be unresponsive to its employees."

After you have a thesis, develop three or four points that will prove your thesis. In the above example, the points are already stated: poor compensation, poor career advancement, poor management. Develop each point as a separate section of your essay. So your first section might start off: "Acme's wages and benefits are considerably lower than other similar companies in the region." Then DEVELOP your argument. Use facts, analogies, comparisons, statistics, personal stories, quotes, etc. to hammer home your point. Do this for each section. Put in as much that is relevant. Generally, the mistake made most often by writers is not giving enough support to their arguments. You must prove what you say. TELL what you want to say. Then SHOW why you are right.

After you have written your thesis and your points of argument, write your introduction and conclusion. An introduction should hook the audience—make them want to read more. Tricks for a good introduction might be starting with a personal story, a joke, a question to be answered, a problem to be solved, a relevant quote. For example, in an essay about the Acme Company, you might start by saying: "Joe Smith, an Acme employee for two years, has gone without a raise since his start with the company

....”

Remember an introduction will introduce the readers to your topic with something that will make them care enough to continue reading.

A conclusion should answer the question: “Now what?” Now that you’ve made your point and proved it, what might this mean to the reader in the future? To others? To the country? You might conclude with the idea that since Acme is such a bad company to work for, they will have an increasingly difficult time recruiting workers, service will be hampered, and the company will eventually fail if it does change its ways. Or you might keep it personal: “I would never choose to work for Acme and will take my search to other companies that offer more of what I want ...”

A good essay will start out in general terms in the introduction, gradually narrowing to the thesis. The essay should then stay within the thesis, proving that thesis. It then will broaden out again with generalities in the conclusion.

INTRO:

Joe Smith, an employee of Acme Company for two years, has never received a raise

THESIS: “Acme is not a desirable place to work because”

SECT. 1: Acme’s wages and benefits are the poorest in the region ...

- a) a comparison study of wages of other companies
- b) Joe Smith gets burned out because he has no vacation
- c) Acme employees are eligible to food stamps

SECT. 2: “There is little room for advancement at Acme ...”

- a) there is no career ladder at Acme ...
- b) compare other companies’ career ladders
- c) Jane Doe has worked ten years for Acme, and despite good work performance, has never been promoted ...

SECT 3: “Acme management is unresponsive to employees ...”

- a) there is no written personnel policy; no grievance procedure
- b) there is no way for employees to make suggestions
- c) compare other companies’ methods of treating employee complaints and suggestions
- d) Billy Buck was fired for trying to suggest an alternative way to make Acme buttons

CONCLUSION:

“Acme has a deserved reputation in the region as unfriendly company for employees ... Eventually, no responsible, hard-working employee will want to work for Acme ... their quality of goods and services will suffer ... eventually, the company will have to close its doors ...”

Suggested tips for writing an Executive Report of Field Research

I. Food for thought prior to writing

1. **Focus:** What is my theme statement? What components of my research project should be summarized in my theme statement? What questions can you ask yourself to construct a theme statement? For example, are you asking *one question as an overall theme for your paper with 2-3 inter-related parts*? Are you drawing general conclusions based on your analysis of all parts of your question?

Example of a general question:

How does employee training contribute to job satisfaction?

Example of a general statement from a question:

Human communications across borders are influenced and shaped by cultures. Do cultures, however, share the same interpretation of what communication is and does?

Ask yourself: Can I summarize my question in one sentence? Is the FOCUS of the paper clear? Can I clearly state the class of phenomenon and the importance of the topic?

2. **Evidence:** Do you cite or refer to specific, detailed observations, including exact words or nonverbal expressions where necessary?

Example:

To support that the Iron Horse owner, Karen, has been successful in hiring the best wait staff by using the Myers-Briggs test in pre-screening, you need to provide one or two observed behavioral incidents of a waiter or waitress. You must make a link between the evidence and your analysis.

Ask yourself: If the reader challenged my analysis, what evidence would I provide to defend my conclusions? Have I employed the best way to describe my METHODS for collecting data? Can I succinctly and cogently describe how I produced my information?

3. **Connection:** **Have you explained why you think your evidence warrants your conclusion?**

Example:

Five of the ten front line supervisors we interviewed attributed the high turnover rate to the senior manager's work style; this indicates the drawbacks of the micro-management practice in this company.

Ask yourself: If the reader challenged my interpretation of the evidence, how would I respond? Have I completed the ties between the evidence and the conclusion or assertion here? Can I feel confident about the claims I am going to make given the observations/interviews/texts I have collected? Will my readers think I have done enough research and provided enough examples to support my claims? If not, how do I justify my conclusions?

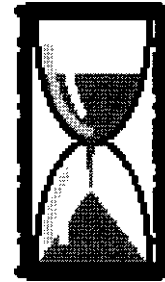
4. **Use of Class Material:** Have you drawn on material from class that is relevant to your analysis (including lectures, books, discussion)?

Ask yourself: Did we discuss or read about anything in class that helps me understand this incident better? Have I clearly demonstrated the significance of the IMPLICATIONS of my study? Can I feel confident that I am adding something important to the study of communication? Have I adequately addressed the question: "So

What?"

Format for Executive Reports of Field Research

The idea is to move from a broad, general discussion of issues to the specifics of your study, then back out again to broad, general conclusions—imagine an hourglass format.



1) Start with a general introduction to your topic that you think will your reader into the vortex of your paper. Try to make this section interesting rather than precise, and make sure your writing is captivating. reader will be asking: **Should I read this?**

suck

The

2) Follow the introduction with a rationale, such as what other scholars/practitioners have said about the general issue of concern to you and how your study will contribute to this field. Criticize shortcomings in the literature, especially those that will be addressed in your study. Be sure to be quite specific about the specific and unique issue addressed by your study. The reader will be asking: **What are they adding to what we know already?**

3) Now get down to the nitty-gritty of how you did the study. Who did you study, when, and how? Describe the group of respondents as specifically as possible without revealing individual identities or information that would make it possible for others to identify individuals. Be sure to attach copies of any instruments you used (surveys, interview questions, observational grids). Also describe the circumstances of interviews (Face-to-face or phone? Where? How long? Audiotape or notes?). The reader will be asking: **How exactly did they get the information to answer their questions?**

4) Then discuss specific findings from your study. For this assignment, it is likely this will include answers to interview questions organized by themes and substantiated by quotations and observations, if pertinent. Be sure also to present contradictory information or information contrary to what you expected to find. The reader will be asking: **What specifically did they find and can I trust the data?**

5) Then move back out to a more general level of abstraction to address what your findings mean, especially in terms of your research focus. In general, did you find what you expected? How do your findings pertain to theory or practice? What are the limitations of your study and interesting further questions that arise? (You can see how this might link up to another hourglass—the next study). The reader will be asking: **So what? What difference do their findings make?**

5. **Writing:** Is there an introduction, body, and conclusion? Is background material explained clearly? Are major points in the body indicated clearly (preferably with subheadings)? Are paragraphs organized around topic sentences? Are sentences formed good and words spelled correctly (That's a joke!)? Are citations used appropriately? Above all, is the writing clear and easy to understand?

6. **Creativity and Insight:** Have you approached the assignment using your own ideas? Have you given the reader insights that he/she would not otherwise have had?