

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

Spring 1-2016

### BMGT 340.02: Management and Organizational Behavior

Theresa M. Floyd

*University of Montana, Missoula*, [theresa.floyd@mso.umt.edu](mailto:theresa.floyd@mso.umt.edu)

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

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Floyd, Theresa M., "BMGT 340.02: Management and Organizational Behavior" (2016). *Syllabi*. 3878.  
<https://scholarworks.umt.edu/syllabi/3878>

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](mailto:scholarworks@mso.umt.edu).

## BMGT 340 Management & Organizational Behavior (3 cr.)

Spring 2016

Sec 02: TR 8:10-9:30, GBB 119

Sec 03: TR 9:40-11:00, GBB 119

Sec 04: TR 12:40-2:00, GBB L11

Instructor: Theresa Floyd, Ph.D.  
E-mail: [theresa.floyd@mso.umt.edu](mailto:theresa.floyd@mso.umt.edu)  
Office: GBB 306  
Office Hours: TR 2:00-3:00, or by appointment

### ***Course Objectives:***

This course draws on insights from theory and practice to better understand the foundations and fundamentals of management and organizational behavior. These topics have always been important but have 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 on the basis of 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 management and interpersonal interactions, this small increment, like compound interest, is likely to lead you to a far better place down the road.

### ***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 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.

## **Learning Outcome Summary:**

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

1. Understand the roles and responsibilities associated with management, including managing individuals, managing groups/teams, and managing the organization as a whole.
2. 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 and innovation).
3. Understand ways to manage and lead people with behavioral issues either through addressing ability and/or motivation.
4. Understand the specific organizational roles of a human resource management professional and the connection between people/employee management, firm strategy, and the bottom line.
5. 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.
6. 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;
7. Be familiar with the basics of the political, technological, environmental, and legal impacts on managing people in different geographical locations;
8. Be familiar with techniques of analyzing and designing jobs and organizations, including organizational structure and culture, to address productivity and performance.
9. 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).

## **Required Readings:**

*Fundamentals of Management: Essential Concepts and Applications, Student Value Edition Plus MyManagementLab 9/e*

ISBN- 10: 0133792390; ISBN 13: 9780133792393

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.

*Harvard Business Review Online BMGT 340 Coursepack*

Purchase online using this link: <https://cb.hbsp.harvard.edu/cbmp/access/43805002>

I will provide any additional materials in PDF files via Moodle.

*Prerequisite:* Junior standing in Business

## **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.

## Evaluation Criteria

Traditional letter grades will be assigned using the +/- system. You must achieve a C- or better to take capstone, upper division BMGT courses.

Extra credit will NOT be offered.

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%

Requirement	Weight
1. Assignments	15%
2. In-class exercises & individual participation	10%
3. Four exams	50%
4. Team project: Debate	20%
5. Peer evaluation	5%

## Description of Requirements:

### 1. Assignments – 15%

There are 11 required assignments associated with the course. Assignments are listed on the course calendar, below. They are due at 11:59 PM the night before class. Late assignments will not be accepted without excused absence (e.g., illness accompanied by a doctor's note).

### 2. In-class Exercises and Individual Participation – 10%

The grading for this portion is broken into two components: 1) In-class cases and exercises, and 2) participation as described below.

*In-Class Exercises:* This class consists of a combination of lecture, 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. At times, you will be asked to present your case / exercise analyses to the class. You will be evaluated on the overall quality of your analyses and presentations.

*Individual Participation:* Your learning experience depends on personal participation and involvement. Sharing your perceptions and ideas with others is critical for learning and understanding individual differences. You should be prepared to take some risks and also 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.

You will be expected to attend class, to have read and thought about the readings or cases, to have completed any assignment, and to contribute to the class by actively participating in the class discussions and exercises. Contributing to the class does not mean talking non-stop - a few thoughtful, insightful comments can contribute more than talking all the time. Quality counts as does active listening to your classmates. What does NOT count is being physically in class but mentally elsewhere (checking Twitter feed, etc.).

I'd like this class to be a relatively stress-free, open, and fun class environment. Learning should be fun! Do not hesitate to share your thoughts and do not feel like you are being analyzed and evaluated on everything you say.

Everyone automatically starts with full credit for 10% of your grade. If you attend class and participate fully in class discussions and class exercises you will have earned (kept) the entire 10%. If you miss classes, etc., you will lose some percentage points - the number of points you lose depends on how much class activity you miss and how often you participate.

### **3. Exams – 50%**

There will be four non-cumulative multiple choice exams associated with the course. Dates for the exams are listed on the course calendar, below.

Each exam will cover the material presented in the weeks leading up to the exam – none of the exams will include explicit review questions from previous exams, but many of our topics build upon one another, so a thorough understanding of each section will help on later exams.

The exams are equally weighted, so each exam counts for 12.5% of the final grade.

### **4. Team project: Debate – 20%**

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. I suggest that you work out a weekly meeting time in advance and hold team members accountable. If you have difficulty meeting face-to-face, please use conference calling and/or Skype to connect.

I will assign 5-6 person teams (7-8 person teams for section 02) in the second week of class. **If you know that you'd like to work with certain people, please turn in your request by 11:59 PM on 2/1/16.** You don't have to have a complete team to make a request. You and one other person can request to be on the same team – I will keep you together and assign you to a team with others. Only one member of the group making the request needs to turn in the request.

#### *Debate format:*

The purpose of this assignment is to debate a controversial topic in the field of Management and Organizational Behavior. Consequently, the assignment will also help the class understand a controversial OB issue. We will assign the topics from the list of suggested topics below during the second week of class. If you like one of the topics – get with your team early so your team can be the first request that topic.

Each team will present arguments in support of their position for up to 10 minutes. Following the initial presentations by the teams, there will be a 5 minute break during which time each team will prepare a rebuttal. Each team will then be given 3 minutes to counter the arguments presented by the opposition and to provide further evidence and logic to support their own position. After rebuttals, each team will be given 2 minutes to prepare their closing statement. Finally, a 2 minute period will be provided to each team to make a closing statement.

The time guidelines are strictly enforced. For example, at the end of 10 minutes for the initial presentation, the presentation will be stopped whether or not 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 of your arguments fit within the allotted time. The order of

presentation for each debate will be determined by a coin flip or draw in a class period preceding the day of the debate.

Each team can choose the format and style of their presentation, although power point slides (or other visual presentation) are 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. An electronic copy of your presentation materials should be emailed to me by 11:59 PM on the night before the class on the day you are to present.

Do not wait until the last minute to prepare for the debate! Doing quality work on this project requires significant research and preparation.

Debates will be scheduled during the last three class meetings, and will be in the order with which the topics were presented in class.

Attendance is mandatory for **all** students during **all** debates.

#### *Debate topics*

#### **Boards of Directors Need Quotas for Women**

Countries around the world should follow Norway's lead and require corporations to allot a certain minimum percentage of board seats to women. Pro or con?

#### **Employee Happiness Matters More Than You Think**

Happy workers will produce more and do their jobs better. Pro or con?

#### **Intrinsic Motivation is the key to good performance**

Managers must provide intrinsic rewards in order to get the best performance out of their employees. Pro or con?

#### **Leadership is all about the individual**

Ultimately, leadership resides within the person. Some people are just natural leaders – and no matter what situation they find themselves in, they will rise to the top. Pro or con?

#### **Conflict is the enemy**

Conflict on teams can be devastating – and it should be carefully avoided if teams want to make wise decisions that can be successfully implemented. Pro or con?

## **Team Structure Is the Ladder to Success**

Team-based organizational design—in which all employees share responsibilities and work as a group of equals is the best way to restructure a business. Pro or con?

### *Debate grading:*

The debate will be weighted according to substance (70 percent) and presentation/style (30 percent). The breakdown of these elements is provided below. In addition, each student in the class not participating in the debate will vote for the winner of the debate, and I will use these student evaluations to award a 3 point bonus to the members of the winning team.

The debate will be graded on the following dimensions:

Strength/Development of Arguments (40%)

Use of Evidence (20%)

Relation to Course Material/Theory (10%)

Presentation (30%)

## **5. Peer evaluation – 5%**

Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade. You are expected to be a reliable and productive teammate and contribute your fair share to the team tasks. At the end of the semester, your teammates will each grade your performance (anonymously via online survey) and the average of these grades will constitute your Peer Evaluation score (5% of your final course grade).

If you do your part and pull your own weight on the project, I fully expect that your team members will give you top scores – therefore, it should be easy to earn the full 5% of this portion of your grade.

## **Course Expectations**

### **Being Prepared**

Students are expected to read assigned material prior to class, complete any assignments, and participate in class discussion and activities. 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. Being prepared also means going through the notes from one class period before coming to the next class period. If you look at the new material at least once within forty-eight hours of first seeing it, you will learn the material more thoroughly.

### **Professional Behavior**

There are very high expectations about professional behavior in the School of Business Administration. Refer to the Code of Professional Conduct:

<http://www.business.umt.edu/ethics/professional-conduct-code.php>. I expect the following professional behaviors in the classroom:

1. Arrive on time to class, prepared to engage in the day's topics,
2. Keep cell phones and other electronic devices turned off during class,
3. Respect your colleagues by refraining from disruptive behavior, including leaving class before the end and engaging in non-class related activities during the class session,
4. Participate fully in all in-class activities, and
5. Foster academic honesty.



## **Mission Statements 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:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem-solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

## **Statement on personal responsibility**

It is my responsibility to provide you with an environment within which you can learn the principles of management and organizational behavior. However, it is your personal responsibility to learn in this course. This means you must come to class prepared to learn, take adequate notes and participate. If you must miss class, it is your responsibility to catch up by reading and getting the notes from the class you missed from classmates. If you miss class for whatever reason, you must take personal responsibility for whatever consequences may follow. If a member of your group is not doing his or her fair share of the work, it is your responsibility to do what is necessary to make sure your group still succeeds.

## **Administrative notes:**

### **Moodle**

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

### **Attention Juniors (60-90 cr):**

Please be sure to attend one of the **mandatory** bystander intervention trainings. The University has worked hard over the past few years to help ensure that students have the information and tools they need to stop, prevent, and address the effects of sexual harassment, including sexual assault, discrimination, and retaliation. We know that bystander intervention training is an effective prevention tool and will be useful not only at UM, but as you enter your careers. **You must complete this training prior to registering for Fall 2016.** Sophomores can complete the training now and not have to repeat it next year. A list of scheduled trainings is posted at:

[www.umt.edu/safety/training/bystander](http://www.umt.edu/safety/training/bystander)



### **Ethical Guidelines**

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](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.

### **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](mailto:dss@umontana.edu). Their website can be accessed via this link: <http://www.umt.edu/dss>.

### **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 School of Business Administration.

### **Emergency Procedures**

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

### **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.*”

## **Course Calendar (changes may be announced in class):**

### **Part 1: Characteristics of Individuals**

Date	Topic	Reading	Assignment*
1/26/2016	Introduction	Chapter 1, 9.1	
1/28/2016	Perceptions and attributions	Chapter 9.4	Register for MyManagementLab
2/2/2016	Personality	Chapter 9.3	Chapter 9 Warm-up
2/4/2016	Managing diversity	Chapter 3.1, 3.5	
2/9/2016	Attitudes and behavior	Chapter 9.1, 9.2, 9.5	Chapter 9 Simulation
2/11/2016	Exam #1		

### **Part 2: Managing Individuals**

2/16/2016	Motivation	Chapter 9.5, 11	Chapter 11 Simulation
2/18/2016	Managing up and down	Managing Up(A): Grace HBR Case Study	
2/23/2016	Managing sideways	The Uses and Abuses of Influence HBR Article	
2/25/2016	Leadership	Chapter 12	Chapter 12 Simulation
3/1/2016	Communication	Chapter 13	Chapter 13 Simulation
3/3/2016	Exam #2		

### **Part 3: Managing Groups**

3/8/2016	Workplace social networks	Heidi Roizen HBR case	
3/10/2016	Teams	Chapter 10	Chapter 10 Simulation
3/15/2016	Decision-making	Chapter 4	
3/17/2016	Conflict	Too Hot to Handle HBR Case	Thomas-Kilman Conflict Mode Instrument (Moodle)
3/22/2016	Negotiation		
3/24/2016	Human Resource Management	Chapter 7	Chapter 7 Simulation
3/29/2016	Exam #3		

### **Part 4: Managing Organizations**

3/31/2016	No class, work on group debate project		
4/5/2016	Spring break		
4/7/2016	Spring break		
4/12/2016	Environment, Organizational Culture	Chapter 2.3, 2.4, 3.1, 3.2	Chapter 2 Simulation
4/14/2016	Organizational Design	Chapter 6	
4/19/2016	Organizational Change	Chapter 8	Chapter 8 Simulation
4/21/2016	Social responsibility & ethics	Chapter 3.3, 3.4	
4/26/2016	Exam #4		
4/28/2016	Debate #1 & Debate #2		
5/3/2016	Debate #3 & Debate #4		
5/5/2016	Debate #5 & Debate #6		