Fall 9-1-2017

BMGT 640.60: Organizational Behavior

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**Organizational Behavior
BMGT 640**
**Weeks 1-10, Fall Semester 2017
Room, Section 1: Gilkey 105J
Room, Section 60: GBB 104**

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**Section 1: M 11:00-12:20 PM*
Section 60: M 6:00-7:20 PM****

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Office Hours: Email me for an appointment

Course Objectives:

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

Indeed, most mid to large sized companies will formally evaluate you for promotions not just 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 your 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. Students are expected to demonstrate communication skills, ethical decision making, and professionalism in the classroom. 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.

***we will also meet on Wednesday, 9/6/17 and Wednesday 11/8/17 from 11-12:20
with the exception of class meetings on 10/9/17, 10/16/17, and 11/6/17 – on these days, we will meet from 6-8 PM

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Required Readings:

Harvard Business Review Online BMGT 640 Coursepack: Organizational Behavior
Total cost: $42.00; Purchase online using this link:
http://cb.hbsp.harvard.edu/cbmp/access/65825319

Other required readings will be posted in Moodle. In addition, Lecture Slide Decks are required materials. I will also post optional video and web resources in Moodle.

Evaluation Criteria

Grades will be assigned using the +/- system.

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

Requirement	Weight
1. Online discussion (individual work)	10%
2. Assignments (individual work)	20%
3. Individual Development Project (individual work)	15%
4. Team-led class discussion	25%
5. Team Debate	25%
6. Peer Evaluation	5%

Description of Requirements:

This class consists of a combination of readings, group discussion, and practical application (i.e. through exercises and cases). You are strongly encouraged to participate in all these events as they are the central component of the course. You will participate in and analyze various cases or exercises. At times, you will be asked to present your case / exercise analyses to the class.

Your learning experience depends on personal participation and involvement. Sharing your perceptions and ideas with others is critical for learning and understanding. You should be prepared to take some risks and 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, 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. 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.

Individual work:

1. **Online discussion (10%):** For each course topic, there will be a number of readings, videos and annotated slides (which will replace lectures) available in Moodle. You are expected to peruse all materials associated with each Wednesday class meeting by the Monday before class.

   In addition, you will be randomly assigned to an online discussion group. Each week, you will participate in the online discussion forum associated with each topic by answering *at least one* of the two discussion questions posted, and replying to *at least one* of the postings of your group members by **11:59 PM each Monday**. Your grade will be based on the quality of your posts – do they show your understanding of the material and offer new insights or interesting points-of-view?

2. **Assignments (20%):** There are a number of assignments associated with the course, each to be completed independently and turned in via Moodle throughout the semester. Details and due dates for each assignment are provided in Moodle under the **Assignments** folder. See me if you have any questions.

3. **Individual development project (15%):** In this project, you will use the Leader Network Diagnostic (Assignment 4) to identify changes you need to make in your career-related network. You will identify three network development goals. Throughout the semester, you will conduct research and engage in activities that help you achieve your network development goals.

   There are three deliverables associated with this project: 1) network development goals proposal, 2) brief summary of the research you have done to develop your networking strategy, and 3) end-of-semester report on the activities you engaged in and their outcomes for your network development. More details and due dates for this project are available in Moodle under the **Individual Development** folder.

Group work:
Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade. I understand that meeting as a team can pose logistical difficulties. 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 teams for the first group project in the second week of class, and for the second group project in the third week of class. Team assignments will be based on individual choices for topics of interest in each case.

3. **Group Project: Lead in-class discussion (25%):** The first two weeks of the semester, I will lead the in-class discussion of the topics for that week. For the rest of the semester, the in-class discussions will be led by student teams.

   Your team will be responsible for 1) reading the topic materials well in advance, 2) conducting additional research as needed to flesh out the topic, 3) developing appropriate activities and discussion questions, and 4) actually leading the discussion during class. Your team will be responsible for splitting up your duties appropriately – not everyone needs to present during class, but everyone should be well up on the material so they can keep the discussion going and ensure that your team covers all the key points you decide on.

Your grade will be based on: 1) accuracy, thoroughness, relevance and clarity of the material you prepare and present, 2) quality of activities and discussion questions: how well you engage your fellow students and make the material interesting and relevant, 3) visual and verbal presentation skills. More details about this project are available in Moodle under the **Group Projects** folder.

4. **Group project: Team debate (25%):** The purpose of this assignment is to debate a controversial topic in the field of Organizational Behavior. Consequently, the assignment will also help your classmates understand a controversial OB issue. We will assign the topics from the list of suggested topics below during the third week of class.

   All teams will be expected to conduct themselves in keeping with traditional debate etiquette: http://www.wikihow.com/Debate

   Procedure: Each team will present arguments in support of their position for up to 7 minutes. Following the initial presentations by the teams, there will be a 3-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, the will be a 2-minute break for the teams to collect their thoughts. Finally, each team will have 2 minutes to present their closing statements.

   The time guidelines are strictly enforced. For example, at the end of 7 minutes for the initial presentation, the presentation will be stopped whether 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.

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

   Strive to demonstrate throughout that you understand and can appropriately apply the course material but do not simply repeat material covered in the text or class. Examples of some of the journals and other periodicals you could access include: *Journal of Management, Academy of Management Executive, Harvard Business Review, Journal of Vocational Behavior, Newsweek, Time Magazine, Business Week, Fortune, Fast Company*. If you have a question about the appropriateness of an article or book, please ask me before you use it.

   You are encouraged to use visual aids, handouts, examples, etc.
   Do not wait until the last minute to prepare for the debate! Doing quality work on this project requires significant research and preparation.

Schedule: Debates will be scheduled during the last two class meetings for section 1 (Monday and Wednesday of the final week) and during the last class meeting for section 60 (we will use the entire two hours of class time). Attendance is mandatory for **all** students during **all** debates.

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?

Social networks are the best way to get ahead in your career
Working hard and achieving results is important, but an effective social network is required if you want to move ahead. Pro or con?

Total compensation is the most important tool managers have for motivating employees
Managers must provide extrinsic rewards in order to get the best performance out of their employees. Pro or con?

Leadership is all about the situation
Ultimately, leadership depends upon the situation, or context. Some people will rise to the top in certain situations, and fail to be effective leaders in others. Pro or con?

Teams should be as diverse as possible so as to produce the best results
Diverse teams produce better results than homogeneous teams, so managers should be careful to make all teams as diverse as possible.

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?

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, the students watching the debate will vote for the winner of the debate, and I will use these student evaluations to award a 2-point bonus to the members of the winning team.

The debate will be graded on the following dimensions:
Strength/Logic of Arguments (30%)
Use of Evidence (20%)
Follow-up questions/Rebuttals (20%)
Presentation (30%)

5. Peer evaluation (5%)
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 from both teams will each grade your performance (anonymously via survey) and the average of these grades will constitute your Peer Evaluation score (5% of your final course grade).

Administrative notes:

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

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

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

Course Expectations

Being Prepared
Students are expected to read assigned material prior to class 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.

Professional Behavior
There are very high expectations about professional behavior in the classroom. The following unprofessional behaviors are disruptive to everyone, so please do not engage in them:
1. Arriving late or leaving early.
2. Holding side conversations, even if they are related to the class topic, while others are speaking.
3. Inattention (reading unrelated materials or doing work for other classes).
4. This course is "unplugged." Please turn off all cell phones, iPods, pagers, etc. during class meetings. You may use a laptop or iPad if that is your preferred method for taking notes, but no surfing!

Statement on personal responsibility
It is my responsibility to provide you with an environment within which you can learn the principles of organizational behavior. However, it is your personal responsibility to learn in this course. In order to learn, it is your responsibility to come to class prepared to learn. It is your responsibility to take adequate notes. 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 another 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.

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.

Course Schedule

*Readings and other materials for each topic can be found in Moodle

Class Meeting Date	Topics	In-class discussion	Assignments	Due
9/6/2017	Course Introduction (recorded for evening students)	Professor-led	One question about the syllabus	9/8/17 11:55 PM
9/11/2017	Workplace Social Networks	Professor-led	Online discussion; top 3 course topics; Reading check	9/10/17 11:55 PM
			Leader Network Exercise	9/14/17 11:55 PM
9/18/2017	Employee Attitudes & Performance	Professor-led	Online discussion; top 3 debate topics; Reading check	9/17/17 11:55 PM
			Employee Attitudes	9/21/17 11:55 PM
9/25/2017	Motivation & Job Design	Student team-led	Online discussion; Reading check	9/24/17 11:55 PM
			Motivation& Job Design	9/28/17 11:55 PM
10/2/2017	Communication and Influence	Student team-led	Online discussion; Reading check	10/1/17 11:55 PM
			Six weapons of Influence	10/5/17 11:55 PM
10/9/2017	Leadership & Decision-making	Student team-led	Online discussion; Reading check	10/8/17 11:55 PM
		*Section 60 meets for 2 hours	Rational decision-making exercise	10/12/17 11:55 PM
10/16/2017	Teams & Conflict	Student team-led	Online discussion; Reading check	10/15/17 11:55 PM
		*Section 60 meets for 2 hours	Conflict style assessment and reflection	10/19/17 11:55 PM
10/23/2017	Human Resource Mgmt & Managing Diversity	Student team-led	Online discussion; Reading check	10/22/17 11:55 PM
			Calculating selection bias	10/26/17 11:55 PM
10/30/2017	Organizational Environment & Culture	Student team-led	Online discussion; Reading check	10/29/17 11:55 PM
			Organizational Culture exercise	11/2/17 11:55 PM
11/6/2017	In-class Group Debates	*Section 1 meets on Monday &Wednesday 11/8/17	Peer evaluation	11/5/2017
		*Section 60 meets for 2 hours		