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### BADM 340S.03: Management and Organizational Behavior

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## Management And Organizational Behavior

Dr. Fengru Li

MGMT. 340 Sections 1 & 3

Section 1 meets MWF 8:10-9:00 am, GBB Rm. 119

Section 3 meets MWF 10:10-11:00 am, GBB Rm. 119

School of Business Administration

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E-Mail: Fengru.Li@business.umt.edu

Office Hrs. MWF 9:10-10:00

### **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 (6<sup>th</sup> 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 the profit and non-profit organizations. Major subjects to be covered are:

- Historical development and future trends in the field of Organization Behaviors;
- Culture diversities shaping OB practices;
- Motivation and leadership;
- Decision making 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 of ten years and international business professional of 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, to treat this class as a top-notch 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)**

1. 91-100 points= A; 81-90 points= B; 71-80 points= C; 61-70 points = D; 60 or bellow = F

1. **60 points total:** Six 10- question multiple-choice quizzes
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 ASAP.**

**Course Policies:**

1. First two tardiness will be excused
2. From the third tardiness on, I will invite you to give a 5-minute prompt speech in front of the class at your topic on that day.
3. 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.
4. Assignments: Late turn-ins is subjective to grade reduction at the professor's discretion.
5. Quiz days fall into the weeks specified without prior notice of the specific time. The rationale is to

reward those who are with our team through thick or thin , attending all classes.

6. Make-ups: No make-ups or extra credit work
7. Bring textbook to class every day. Occasionally, I'll have open-book quizzes.

### **Personal Information**

- My lifetime passion has been in education in the global environment.  
I spent four years, prior to college teaching in China, in international business for the Chinese government negotiating contracts in the textiles industry primarily with countries of North America, Europe and the Middle East.
- I gave up my business career for college teaching since 1982, taught in China, Hong Kong, Seattle, and UM.
- I returned to the career of international business while living in Seattle (1990-1996).
- I joined the faculty of the School of Business Administration, and the Department of Communication of the University of Montana in 1996. Courses I've taught include: Business Negotiations; Professional Communication; Intercultural Communications; Management and Organizational Behaviors; Business and Society; and Transnational Management (Hong Kong).
- I have a 17-yr-old son, an 11-yr-old foster son, and two adoptive dogs, one from Missoula Humane Society, the other from Seattle.
- Ph.D. 1996 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**

- 9/5 Course Orientation: Attitude Survey; Course intro;  
9/7 Networking exercise (p.10) Team contract (due 9/10 in class p.6)

**wk2: #1 Quiz week: Chapter 2**

- 9/10 Networking exercise; Team Contract due  
9/12 Networking continues  
9/14 Networking continues

**wk3 Team formation week: Chapters 3&4;**

- 9/17 Networking continues  
9/19 Movie and Team formation day (read attached assignment sheets)  
**You are at your own risk to miss this day to join a team**  
9/21 TBA

**WK.4 Quiz #2; Chapter 5**

- 9/24 Li debriefing Field Research Project  
9/26 **Team research information sheet due (p.11)**  
9/28 Li assigns presentation schedule

**WK. 5 Chapter 6 and**

- 10/1 **No formal class. Teams do field research** Dr. Li in office for consultation (8:10-9:00)  
10/3 Team Research information sheet due!  
10/5 TBA

**WK. 6 Quiz #3; Team 1 presentation; Chapter 8**

- 10/8 TBA  
10/10 TBA  
10/12 Team 1 presentation

**WK 7. Team 2 presentation; Chapter 9**

- 10/15 TBA  
10/17 TBA  
10/19 Team 2 presentation

**WK 8 Quiz 4; Team 3 presentation;; Chapter 10**

10/22 TBA  
 10/24 TBA  
 10/26 Team 3 presentation

**WK 9 Team 4 presentation; Chapters 11 &12**

10/29 TBA  
 10/31 TBA  
 11/2 Team 4 presentation

**WK10 Quiz 5 Team 5 presentation; Chapter 13**

11/5 TBA  
 11/7 TBA  
 11/9 Team 5 presentation

**WK11 Chapter 14**

11/12 **Veteran's Day, No Classes Held**  
 11/14 TBA  
 11/16 Team 6 presentation

**WK12 Team 6; Chapter 14**

11/19 TBA  
 11/21 **Thanksgiving Holiday, No Classes**  
 11/23 **Thanksgiving Holiday, No Classes**

**WK 13 Team 7 presentation; Chapter 15**

11/26 TBA  
 11/28 TBA  
 11/30 Team 7 Presentation

**WK 14 Quiz 6; Team 8 presentation; Chapter 18**

12/3 TBA  
 12/5 TBA  
 12/7 Team 8 Presentation

**WK 15 Team 9 presentation; Chapter 18**

12/10 Team 9 presentation  
 12/12 Course summary and Party (Or team 10 presentation)  
 12/14 **No Class. Executive report writing day**

**WK 16 Finals**

Monday, December 17 by 10:10 turn in executive report to Dr. Li's office

**Management 340 Team Contract due 2/2 class (Spring, 2001)**

By turning in this contract on 2/2 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:

Spring 2001

**Team Research Project 40 points**  
(25 pts for presentation, 15 pts for Executive Report)

- Team formation (5 people in a team)
- Team information sheet due in class (see p.10)
- Team Executive Research Report due final's wk (see requirements pp.7,8)
- 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.)**

1. Peer Evaluation sheet due in class on your presentation day (p.9)
2. Start and Finish on time, total of 35 minutes.  
A full 30 minutes presentation and followed by 5-minute questions from 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 that you learned from your public speaking class. It has section, title, date, all presenters' names etc.

Although the team gets one grade, I reserve 5 points of presentation points for individual member's team performance based on information from your Peer Evaluation Sheet (p.9).

## **II. Written research report grading criteria (10 pts)**

1. The written Executive Report (10 points) should be 2-page, double-spaced, and 12 font. It should include at least the following elements:
  - Cover page with title, team members' names, course etc.
  - Your selected research scope, topic, and purpose(s);
  - Your rationale or justification for the research;
  - Summarize your research procedures and findings;
  - Provide implications to the study or management of O.B.

**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

**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.

1/31

Name:

Name:

2/2

Name:

Name

2/5

Name:

Name

2/7

Name:

Name

**Team Research Information sheet (due 2/21 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.)

Fall 2001 **Team Research Presentation Evaluation (25 points)**

Presentation date:

Presentation subject:

Presenters:

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:



**II. Written research report grading criteria (15 pts)**

3 pts 1. Cover page with title, team members, and name of organization studied. Formal writing style with correct grammar, sentence structure and spelling. 2-page double-spaced in 12 font.

3pts 2. Your paper clearly stated the selected research scope, topic, and purpose(s)

3pts 3. Your paper clearly demonstrated your rationale or justification for the research

3pts 4. Your paper clearly summarized your research procedures and findings

3pts 5. Your paper stated /provided implications to the study or management of organizational behaviors.

Report grade:

Suggested tips for writing

## Executive Report of Field Research Grading Criteria

1. **Focus:** 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 suck your reader into the vortex of your paper. Try to make this section interesting rather than precise, and make sure your writing is captivating. The reader will be asking: **Should I read this?**

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?