Fall 9-1-2018

BMGT 340.00: Management & Organization Behavior

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Mission Statements and Assurance of Learning

The University of Montana’s College of Business 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 College of Business has adopted the following learning goals for our undergraduate students:

Learning Goal 1: COB graduates will possess fundamental business knowledge in the core disciplines of Accounting, Finance, Management Information Systems, Management and Marketing.

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

Learning Goal 3: COB graduates will be effective communicators.

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

Required textbook and readings:


2. Moodle posting. Materials from Organizational Behavior book: #1 Social Learning and Perceptions; #2 Personality, Intelligence, Attitudes, Emotions; #3 Work Motivation; #4 Teams and Decision-making;

Course Description, Course Learning Goals:

Students must earn a C- or better in BMGT 340 before enrolling in the capstone, BMGT 420, 426 or 444.

Management and Organizational Behavior (BMGT340) is an entry level course introducing “fundamental business knowledge” by unearthing the meanings of human capital in the context of business management and people management; and by applying the knowledge in the framework of the Positive Psychology. The primary goal of this course is to acquire comprehension of below stated concepts and be familiar with their applications.

The course focus will be on discovering, developing and utilizing human strengths for the betterment of the individuals, organizations, and society. Key concepts and applications include:

- Human capital and positive psychology in a balanced work-life career;
- The role of cultures and workplace diversity in developing human strength;
- The functions of Social Learning, Reinforcements, Motivations and Leadership in developing Human Strengths, Resilience, Happiness, Courage, Wisdom and so on.
- Theories and practices of understanding Personality, Perception, Attitudes, Attribution, Emotions, Decision Making, Teamwork, Leading, Conflict Resolution, and Communication;
- A hands-on qualitative field research project applying the five constructs presented in Positive Psychology in the context of managing business processes as managing people in a business.

Course Assignments and Evaluation: total 100 points

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<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
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<tr>
<td>A-</td>
<td>90% to 94%</td>
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<td>B+</td>
<td>87% to 89%</td>
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<td>C+</td>
<td>77% to 79%</td>
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<td>C</td>
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<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C-</td>
<td>70% to 72%</td>
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Grades: 100% =1000 points  Plus 2% bonus for 100% attendance

Class Participation .............................................................20%  (200 points)
- Attendance is mandatory. Attending every class and actively participating will earn you an extra 2% on top of your final grade.
  - Example: if your final grade for the class is an 88% and you attended every class, then you will get an extra 2% to make your final grade 90%.
- Each absence costs 8 points. If you have an emergency that requires you to miss class, you must provide proof per University of Montana guidelines such as a medical note.
  - Example: you start with 200 Attendance and Participation points, each class you miss will deduct 8 points from this total.
- In-class work will be turned in during class for credit.
- Tardiness and early departure will negatively affect your final grade at the discretion of the instructor.

Team Field Research Project (Presentation + Written Report) …20%  (200 points)
(See description below)

On Exams: All exams are taken in class during the last 40 minutes of the class. **No make-up exam taking is allowed**: Students must take exams on scheduled days. To be fair to all, during the exam you may not leave the room and leaving the room results in the conclusion of that student’s exam. Discussions, electronic dictionaries, cell phones, tablets, laptops, notes, or other assistive items are not allowed.

Team Field Research Project:

Positive Psychology Conversations Field Research Project
This project is worth **20% of your total course grade** and you are given one class day for field trip.

Project Description:

Apply the five constructs presented in Positive Psychology in the context of managing business processes as managing people in a business.

To better understand and practice the human capital strengths as discussed during the semester, as a team of 3, you will conduct two “engaging conversations” with business leaders in search of the meanings and
functions of the five constructs presented in the *Positive Psychology* of managing people.

The five constructs are: *Human Strengths, Resilience, Happiness, Courage, and Wisdom*. Each should be included and addressed in both conversations as well as presented in the final presentation.

The primary tasks for your team to make the “private thoughts” of the business leaders public by

1. unearthing the meanings of each of the five human capital constructs in context of business management and people management;
2. understanding how each of the five strengths have helped your chosen leader succeed;
3. presenting your project findings and insights from these two sessions through a rehearsed, timed 10-minute team presentation of your research findings to class;
4. composing a concise, two-page executive summary independent of the team presentation and team members (this means every member of the team must do his/her own executive summary); and
5. compiling 10 total quotes from the sessions, more details about these in the deliverables below.

**Requirements:**

- Your entire team must conduct two conversations with two different business executives/leaders from different industries. The full team must be present for each conversation.
- After researching on the industries and the leaders you have chosen are interested in, your team will draft a project research plan to be reviewed by Dr. Li no later than two weeks before your field trip. Upon submitting your research plan, Dr. Li will meet you within a week to make sure your plan fits the project. This is both to help you and your team have a successful, impactful relationship, and to assure that you are covering everything you need as this project is worth 20% of your grade. Your research plan must include below info:
  a) Your rationale for choosing this industry and this leader;
  b) What do you wish to discover from the conversations and why;
  c) What is the process/talking map you will use to uncover the meanings and functions of the five constructs in context of business management and people management;
  d) Ten thought-provoking questions, two for each of the five constructs. It is very important that these are open-ended questions as open-ended questions invite the most opportunity for natural story-telling;

**Project Deliverables:**

**Individual written report:** 2-page Executive Summary to be done by each member of the team and turned in. Although you conduct the research and present findings as a team, the final written project is independently completed without consulting with each other.

*Both conversations must be covered in this 2-page executive summary (required quotes in a separate document).*

**10 total quotes from the leaders.** Rather than have you transcribe the entire interviews, I’d like you to focus on the defining quotes from each of the sessions. You must include one quote about each of the five constructs from each session. It should be a separate document from the 2-page executive summary, and the format should look like:

[name of business leader]
[a direct quote from the conversation about that construct]
[brief explanation of why quote is relevant]

Example:

James Davis, CEO of Davis Corp
“Resilience is what got me where I am today…I never let failures get in my way and I always found a way to push forward with my vision.”
This quote is relevant as he specifies the meaning of “resilience” as “never let failures get in his way.”
Do this for each of the five constructs, for each of the two sessions, for a total of ten quotes.

Both your 2-page executive summary and your quotes are due to Moodle by noon Dec. 10, Monday on the Final's week. **No late submissions will be accepted.**

**Team Presentation of Findings and Reflections:**
Each team has exactly ten minutes for presentation. 1 minute going under or above the time limit affects your final grade and evaluation. Make sure you practice.

1. **Presentation in PPT format is mandatory, and the PPT must be uploaded to Moodle by 8:00am before class starts on Nov.17. It is required of ALL teams. Moodle closes at 8:05am.**
2. **Each team is required to mail each business leader a hand-written Thank-You card along with a hard copy of your PPT upon finishing the presentation.**
3. **On Tuesday, November 27th at 8:00am (9:30am for Sec.2) ALL teams (including 11/29) should submit to Dr. Li a hard copy of PPT to be used for grading. It must have a cover page with the team’s names, names of the business leaders, their companies and their contact information for Dr. Li to follow up.**

**Field Conversation Tips:**

1. **Avoid academic jargons**, such as “what is your definition about wisdom?”
2. **Ask questions which are meaningful and relevant to them**, such as “Mother, you obviously have done things right by raising me the way I am now. In times of difficulties in the past, what strengths did you have to pull it through?” From her story-telling, you would find the meanings, the expressed behaviors and more. Just listen and take notes.
3. **Let the silence lift the weight.** Some questions you ask may be thought-provoking, such as “parents all want their children to be happy but what did happiness mean to you then?” Your silence without an immediate follow-up question or explanation will help the person to think and reflect. Thus, their stories will have bigger impact.
4. **Do not ask close-ended questions**. A close-ended question does not help you gather rich information. For example, asking “Were you happy then?” only leaves room for a yes/no response. Rather, the question “Think of the last time you were truly happy, tell me about that.” will allow you to hear fantastic, rich stories driven by emotion.
5. **Take as much hand-written notes as you can**, as you will turn in your original notes on your presentation day. Also, story-tellers are more motivated to interact with you when you are religiously listening to them with note taking.
6. **Be creative and original! This is NOT a cookie-cutter type of spoon-feeding class assignment.** This is for yourself to apply the positive psychology concepts into practice by finding human strengths in other people and yourself. This is meant to hone your soft skill in both business management as well as people management.
7. **Be very prepared if you were asked the same questions by them!** You should be as motivated as they are to share your experience. You don’t have the second chance to make the first impression!
Schedule
Changes may be announced in class. Readings must be finished before each class for discussion.

WK 1 8/28, 8/30 Course Orientation: OB; Human Capital; Positive Psychology
Introduction to Organizational Behavior-Human Capital
Positive Psychology Ch.1
Martin Seligman TED https://www.youtube.com/watch?v=9FBxfd7DL3E
https://www.youtube.com/watch?v=1qJvS8v0TTI 5-minute carton

WK 2 9/4, 9/6 Culture, Diversity in Developing Human Strength
Lecture on diversity; Positive Psychology (PP) Ch.2

WK 3 9/11, 9/13
Lecture on cultural application;
Ch.4 The Role of Culture in Developing Strength

WK 4 9/18; 9/20, Quiz#1; Social Learning and Perceptions;

WK 5 9/25; 9/27 Continuing WK4, Feedback on Quiz#1

WK 6 10/2; 10/4 Personalities, Intelligence, Attitude, Emotions
Moodle Posting#2 Personalities, Intelligence, Attitude, Emotions

WK 7 10/9; 10/11 Motivation
Moodle posting#3 Work Motivation;

WK 8 10/16; 10/18 Quiz#2;

WK 9 10/23; 10/25 Strengths, Resilience, Self-efficacy, Optimism, Hope, Wisdom, Courage, Mindfulness
Ch. 5 Resilience in Positive Youth Development pp.103-121
Ch. 6 Pleasure, Happiness

WK 10 10/30; Continue WK9; 11/1 Team Project Day
10/30 Ch. 8 Self-Efficacy, Optimism, Hope
11/1 Team project day. No formal class. Li at conference

WK 11 11/6 Election Day, No School; 11/8
11/8 Ch. 9 Wisdom and Courage

WK 12 11/13; 11/15 Teams and Decision-making;
Lecture and discussion; Moodle Posting#4 Teams and Decision-making;

WK 13 11/20 Conflict, Influence, Negotiation (Class PPT only)
11/20 Lecture and discussion; Assign team presentations
11/22 Student Travel Day No class

WK 14 11/27; 11/29 Team Presentations (Attendance is required of all)
(**See requirements specified in project description)
11/27 Team Presentation 1-7 teams
11/29 Team Presentation 8-14 teams

WK 15 12/4; 12/6 Conflict, Influence, Negotiation (Continued)
12/4 Lecture & discussion
12/6, Quiz#3 course summery

WK 16 Final's
12/10 Individual Written Project due by noon to Moodle (Moodle closes at noon sharp).
Career Development
COB Career Development Main Events are attached. Event are designed to develop their career potential and these are administered by the COB Student Success Center. It is to your benefits to attend as much as you can.

Professionalism
Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the COB Code of Professional Conduct (found online at http://www.business.umt.edu/ethics/professional-conduct-code.php). Treat class sessions like business meetings. Failure to adhere to these expectations may result in being asked to leave the classroom. In addition, students will:

- Remain in the class for the duration of class time (no in and out or leaving early)
- Bring all materials needed for class, including the book, and readings
- Refrain from using any technology, including cell phones, not required for the class conduct at that time
- Being an active listener – not talking while others, including the instructor, are talking

Email
According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content. A professional email includes a proper salutation, grammar, spelling, punctuation, capitalization, and signature. Please check your UM email daily so you won’t miss important class and COB announcements.

Exam Conduct
Students must take exams on their regularly scheduled days unless they have an excused absence. Excused absences ONLY include (1) University-approved absences, (2) documented health emergencies, (3) civil service such as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. During the exam, you may not leave the room for any reason. Doing so results in the conclusion of that student’s exam. Electronic dictionaries, cell phones, tablets, laptops, notes, smart watches, or other assistive items are not allowed. Students may be using Scantron forms provided by the instructor to complete a portion of each exam, and the Scantron form must be completed prior to the exam end time. For these questions, only answers on the Scantron are graded, so complete it with care.

Academic Misconduct
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.”

IMPORTANT: It is the student’s responsibility to be familiar with the Student Conduct Code, including definitions of academic misconduct. (found online at http://www.umt.edu/student-affairs/dean-of-students/default.php).

The College of Business endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the COB Professional Code of Conduct (found online at
If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

**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.

**Disability Services for Students**
Students with disabilities will receive reasonable modifications in this course. The student’s responsibilities are to request them from me with sufficient advance notice and to be prepared to provide official verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the website for the office of Disability Services for Students (found online at [http://www.umt.edu/dss/](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 College of Business.

**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.”