

MGMT 3140: Organizational Behavior Spring 2021

Instructor: Dr. Laura Stanley
Time: Monday, 5:30 – 8:15 p.m.
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Course Materials

Required Textbook: McShane, S.L. & Von Glinow, M.A. (2019). M: Organizational Behavior 4e. New York, NY: McGraw-Hill/Irwin. ISBN-13: 978-1259927676; ISBN-10: 1259927679

Required Coursepack: Harvard Business Publishing: The coursepack is available through the HBSP website at: <https://hbsp.harvard.edu/import/793280>

Canvas: Please check Canvas often. Announcements, case studies, news articles, grades, and other information pertaining to this course may be posted on Canvas.

Course Catalog Description

The goal of this course is to introduce the various concepts related to Organizational Behavior and to provide an understanding of the human aspect of managing modern organizations.

Course Description & Objectives

This course is designed to provide an understanding of the behavior of individuals and groups in work settings. Simply stated, we will spend a great deal of time discussing why people do the things that they do at work. At the end of the semester, you will have the knowledge and skills necessary to analyze patterns of individual and group behavior and understand how this behavior affects productivity, organizational effectiveness, and efficiency. More importantly, you'll be able to diagnose the behavior issue that is affecting the organization and design a solution to modify that behavior. For example, you'll learn (a) how to reduce your own and others' stress, (b) how jobs can be redesigned so that employees are more motivated and satisfied at work, (c) how teams can work together more effectively, and (d) how to make better decisions. You'll learn how to analyze behavior issues without relying on intuition and business fads. This is because this course relies on decades of tried-and-true empirical research, rather than flavor-of-the-month management practices. In sum, you'll gain an understanding of organizational behavior theories and how to apply them in organizations.

Course Requirements and Grading Policy

| | |
|------------------------|------|
| Best Practices Report | 20% |
| Participation | 20% |
| Team Case Presentation | 15% |
| Exam 1 | 15% |
| Exam 2 | 15% |
| Exam 3 | 15% |
| Total | 100% |

Grade Allocation

| <u>Letter Grade</u> | <u>Percentage Range</u> |
|----------------------------|--------------------------------|
| A | 100-89.5% |
| B | 89-79.5% |
| C | 79-69.5% |
| D | 69-59.5% |
| F | 59- and below |

Best Practices Report (20%)

The Best Practices Report allows you to put the OB concepts that we discuss in class into practice. It requires you to critically assess an organization and make recommendations regarding cutting-edge management practices that the organization should adopt. You will research an organization of your choice (i.e., your client) and offer recommendations regarding specific management practices and HR interventions that this organization should implement. At the end of the semester, you will submit a report which includes (a) a description of the organization, including industry, size, structure, stated goals, competitors, and current challenges, and (b) four specific management practices or HR interventions that you think your client should implement.

Guidelines, resources, and suggestions for successfully completing the report are posted on Canvas.

The report should be between 9 – 12 pages (double-spaced, 12-point font, 1-inch margins).

Examinations (45%)

There will be several exams during the semester. The exams may include multiple choice, short-answer, and/or essay questions. Questions will cover material from the textbook and class discussions. Therefore, in order to perform well on the exam you must attend class. The final exam is optional and cumulative. If your final exam grade is higher than your lowest regular exam grade, then your final exam grade will replace your lowest regular exam grade. All exams are closed-book and closed-notes. Students leaving the classroom during the exam will be required to submit their exams for grading and may not resume taking the exam when they return. Taking a hard copy of the exam from the classroom, or reproducing (e.g., taking pictures of) the exam in any way is considered academic dishonesty.

Make-up examinations will not be scheduled without a documented excused absence from the Dean of Students. If the instructor is notified prior to the day of the exam, and acceptable written documentation is provided, the student will have one week (7 days) from the original test date to take the make-up exam. **If an excused absence from the Dean of Students cannot be provided, the student will receive a zero (0) on the missed exam.**

Team Case Presentation (15%)

This semester, you will complete a case study. The case method is a way of building experience through simulation of actual situations faced by managers. When completing the case, you will place yourself in the manager's shoes and diagnose and analyze the situation the manager faces and make a decision. We use cases to build business experience in the same way that someone training to be a pilot uses a flight simulator.

At the beginning of the semester, you will join a permanent team. Your team will present an assigned case study on your assigned date (see dates listed in the tentative course schedule).

In preparing your presentation, *you should use both the textbook and outside sources*. You will be evaluated based on: (a) content, (b) organization and appeal, (c) depth of analysis, and (d) interaction and engagement.

The presentation should take at least 20 minutes (absolute bare minimum for an average grade). Each team member must be present. No fewer than **ten points will be deducted from your individual team project grade if you do not show up for the presentation or if you are late**.

Guidelines, resources, and suggestions for successfully completing the project are available on Canvas.

The first page of the presentation should include your team number, case title, and all team members' names.

You must also submit an evaluation of your team members' contributions to the project at the beginning of class on the day that you present. Evaluation forms are posted on Canvas. The evaluations will be based on individual effort and contributions made by each team member. Your individual score for the project will be adjusted based on the evaluations you receive from your team members. Team members who do not contribute to the team project may be fired from the team. A team member may be fired if the majority of group members are dissatisfied with a team member and they have adequate documentation that the member has not contributed. I recommend keeping documentation of each member's contribution, including emails, work samples, etc. Fired students are required to complete and submit their own assignment in order to fulfill course requirements. **The deadline for firing team members is the midpoint of the semester. All peer evaluations are due on your assigned presentation date.**

Your team will receive a team grade based on the criteria outlined on Canvas. **Your individual grade (the grade used to calculate your final grade in the class) is your team grade adjusted for the average percentage contribution provided by your team members in the peer evaluation.** For example, if your team grade was 100 points, but the average of your team members' evaluation of you indicated that you should receive only 60% of the total team points, your individual grade will be 60.

Team Charter. Working in teams can be great - if team members work well together. However, if people are pulling in different directions, the experience can be not-so-great. What's worse is that without sufficient direction, teams can lose motivation, fail to meet important deadlines, result in one or a few members unfairly doing all of the work. In order to help you get off on the right foot with your team members, you will draft and submit a Team Charter. A Team Charter is a document that defines the purpose of the team, how it will work, and what the expected outcomes are. It is a "roadmaps" that the team creates at the beginning of the semester when the teams are formed to make sure that all involved are clear about where they're heading, and to give direction when times get tough. A Team Charter template is posted on Canvas under "Team Project." Each team will submit a signed Team Charter by the deadline (see course schedule).

You must communicate with your team members throughout the semester. If you do not respond to emails from your team members or show up for scheduled team meetings, your team members evaluation of your performance may negatively affect your grade or the team may fire you.

Participation (20%)

Just as organizations expect employees to make valuable contributions, you are expected to make valuable contributions to the class. Participation is based on: (a) attending and actively participating in all synchronous online classes (i.e., Zooms) and (b) responding to all asynchronous online discussion boards by the deadline.

In order to participate fully, please read all of the assigned textbook chapters and cases before any online classes and responding to any discussion board questions. The primary focus of online classes and discussion boards is for you to apply and integrate concepts you have learned. **You will receive a weekly participation grade based on your class attendance and response to that week's assigned discussion board question.** You are encouraged to comment on others' responses but in order to receive credit that week, you must respond directly to my questions.

Everyone receives one class "off" during the semester, similar to annual leave or sick leave in an organization, so there are no "excused" absences beyond this. That is, you can miss one class (i.e., discussion board) this semester without any penalties – no questions asked.

If you choose to forgo the "freebie" and attend and participate in all classes, you can earn "extra credit" or a final participation grade which exceeds 100.

You will be evaluated based on how frequently you contribute to the online classes and discussion boards by asking questions, providing insight into the material discussed, and giving examples which help illustrate HR concepts. Open dialogue and exchange of ideas are critical to establishing a supportive learning environment. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in contributing to class and discussion board conversations in a meaningful, positive way.

Your participation will be evaluated based on the following criteria:

1. **Quantity.** The frequency of your participation (number of times that you contribute to the class conversation in a positive and meaningful way) **will be monitored every week.**
2. **Quality.** Comments should incorporate concepts covered in the textbook and discussed in class. A response such as "I agree with Joe" obviously doesn't provide insight into the topic. A thoughtful and complete response which cites material from the textbook and describes personal experiences related to the topic provides valuable insight into the topic and enhances the learning experience.
 - Minimal contribution – Simply restates points made earlier or agrees with earlier statements
 - Better contribution – Offers fresh insight and experience to questions asked and/or news articles posted
 - Best contribution - Offers fresh insight and experience and poses new questions that extend the discussion and expand other student's thinking/reflection.
3. **Preparedness.** It should be evident that you have read that week's assigned readings and can meaningfully contribute to the class conversation with comments and examples that incorporate concepts in that week's assigned reading.
4. **Demonstrating competency with course material.** You should demonstrate an understanding of the concepts and be able to provide accurate examples. Comments should link theory to practice.
5. **Professionalism.** Contributions to the discussion boards should promote a learning community and a positive, supportive environment. This means listening to others, inviting less active members to provide input, asking others' to clarify their points, and building on others' comments.

Each week, you have an opportunity to earn a grade of up to 100 points. Your final grade for the participation component of the course is the average of your weekly participation grades. For example, if there are 12 weeks during the semester and you miss 2 weeks, but your participation exceeds all of the criteria outlined above, your final participation grade will be 91. This is because you earned 100 points during each of the 10 weeks you participated ($100 \times 10 = 1,000$ points). In this example, students have an opportunity to earn 1,100 points during the semester (12 classes – 1 "freebie" = 11 classes \times 100 points). Your 1,000 points divided by 1,100 possible points is 90. However, a student missing 2 weeks during the semester with average to below average

participation during the 10 classes that s/he participated in (average grade of 75) would have a final participation grade of 68. The point of this example is to illustrate the importance of both quantity and quality.

Please be prepared to:¹

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Actively participate in discussion boards.
5. Take responsibility for your online performance...think critically...be creative.
6. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
7. Have fun.

I don't expect this to be a problem, but if I determine that your conduct during any interaction with me or any other class member (during or outside class; face-to-face or electronic communication) is disrespectful or seriously disrupts the atmosphere of mutual respect I expect in this class, you will receive a failing grade in the course.

Deadlines and Attendance

You will complete many different types of assignments this semester. **All assignments are due Monday at 5:30 p.m. (before class begins). Late assignments will not be accepted and will receive a grade of 0 (F).** Please do not ask me to make an exception for your late submission. It is very important to me to be fair to everyone in the class. I cannot make an exception for you and be fair to everyone who completed their assignments on time.

If you miss a class due to illness, job responsibilities, personal or family issues, school or athletic team travel, you are responsible for getting notes from another student in the class.

University-excused absences include medical emergencies, funerals for immediate family members, religious holidays, and participation in university related activities which are approved by the Dean of Students with appropriate documentation to be given to the instructor. Appropriate documentation for medical emergencies is a note from a medical care provider indicating that the student was too ill or injured to attend class listing the dates for which the student was unable to attend. Appropriate documentation for deaths of immediate family members, religious holidays, and participation in university-related activities is a note from the Dean of Students.

Severe Weather. Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work. The University will operate on its normal schedules unless the Chancellor or other University official publicly announces otherwise.

Academic Integrity Policy

Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean

¹ Thank you to Dr. Dave Woehr and Dr. Karen Ford-Eickhoff for content regarding participation, deadlines, and attendance.

of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Students With Disabilities

UNC Charlotte seeks to comply fully with the Americans with Disabilities Act (ADA). If you have a disability that may require modification of testing, or other requirements, please provide a letter of accommodation from the Office of Disability Services at the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services at 704-687-4355 or stop by their office in 230 Fretwell.

Diversity Statement

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Online classes

Recordings or photos of any online class sessions are not permitted – do not record our online classes or take photos. Any students who violate this policy will receive a failing grade (F) in the course.

Other

This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course website.

Tentative Course Schedule

Note: Additional readings may be assigned throughout the semester, and I may make changes to the schedule. If changes to the syllabus and course expectations are considered necessary or appropriate, the change will be announced in class and/or posted on Canvas. You are responsible for all announcements posted on Canvas. **All assignments are due Monday at 5:30 p.m. (before class begins).**

| <u>Module</u> | <u>Week</u> | <u>Topic/Readings</u> | <u>Due this Week</u> |
|---------------|-------------|---|--|
| 1 | 1/25 | Ch 1: Introduction to Organizational Behavior | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Please join a team on Canvas by midnight |
| 2 | 2/1 | Ch 2: Individual Behavior, Personality & Values | <ul style="list-style-type: none"> • Discussion Board due Monday at 5:30 • Student Biographies due Monday at 5:30 • Team Charters due Monday at 5:30 (use template on Canvas) |
| | 2/8 | No class - Break | |
| 3 | 2/15 | Ch 4: Emotions, Attitudes, and Stress | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Discussion Board due Monday at 5:30 • Team 1 Case Presentation- Selection at Southwood Schools (in class) • Team 2 Team Case Presentation- Dissatisfaction at Treadway Tire Company (HBP) (in class) |
| 4 | 2/22 | Ch 3: Perception and Learning | <ul style="list-style-type: none"> • Discussion Board due Monday at 5:30 |
| | 3/1 | Exam 1 Ch 1, 2, 3, 4 | |
| 5 | 3/8 | Ch 6: Decision Making and Creativity | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Discussion Board due Monday at 5:30 • Team 3 Case Presentation- Differing Perceptions at Hi-Style Limited (in class) • Team 4 - Case Presentation-Lee & Li Embezzlement (HBP) (in class) |
| 6 | 3/15 | Ch 5: Employee Motivation | <ul style="list-style-type: none"> • Discussion Board due Monday at 5:30 |
| 7 | 3/22 | Ch 7: Team Dynamics | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Discussion Board due Monday at 5:30 • Team 5 Case Presentation- WrapItUp (HBP) (in class) • Team 6 Case Presentation-The Vigilance Project (in class) |
| | 3/29 | Exam 2 Ch 5, 6, 7 | |

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|---|------|--|---|
| 8 | 4/5 | Ch 13: Organizational Culture | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Discussion Board due Monday at 5:30 • Team Case 7 Presentation-Culture at St. Martin de Porres High (HBP) (in class) |
| 9 | 4/12 | Ch 11: Leadership in Organizational Settings | <ul style="list-style-type: none"> • Discussion Board due Monday at 5:30 |
| 9 | 4/19 | Ch 11: Leadership in Organizational Settings | <ul style="list-style-type: none"> • Class online Monday, 5:30 – 8:15 • Team 8 Case Presentation-Celeritas (HBP) (in class) • Team 9 Case Presentation-Managing Up: Grace (HBP) (in class) |
| | 4/26 | Exam 3 – Ch 11, 13 | |
| | 5/3 | | <ul style="list-style-type: none"> • Best Practices Reports due via Canvas • Optional Final Exam due via Canvas |