

MGMT 306: ORGANIZATIONAL BEHAVIOR AND DIVERSITY
Fall 2015

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Class Location:	Section 002 – Thursdays 8:00-10:30am, ASM 1004 Section 009 – Thursdays 12:30 – 3:00pm, GSM 302
Office Hours:	Thursdays 10:30-12:30 or by appointment, ASM 2116

COURSE OVERVIEW**DESCRIPTION**

Welcome to Management 306! This course will introduce you to the science of human behavior in organizations. It will provide you with an understanding of important organizational issues, including motivation, leadership, job attitudes, team work and group behavior, conflict, and negotiation. In addition, organizational leaders are confronted with the challenge of effectively managing a workforce that is increasingly diverse along the lines of race, ethnicity, age, gender, physical ability, sexual preference, and numerous other factors. We will discuss research on numerous types of diversity in the workplace and address important and complex questions pertinent to the changing face of the 21st century workforce. We will address these topics via the course textbook, lectures, and applications and discussions of students' reflections, experiences, and observations.

COURSE FORMAT

The first half of class will typically center on lecture, while the second half will contain more discussion and group activities. A PDF of the slides for each lecture will be available on LEARN to help you organize your notes. Lecture will center on topics from the assigned chapter(s) of the textbook and also introduce new concepts – particularly related to diversity – that are not covered in the textbook. Therefore, it is imperative to attend class and take notes.

Please come to each class prepared, having read the assigned readings prior to class. Participation – even during the lecture-based portion of the class – by all students is essential in order for the course to be successful. All students should strive to contribute meaningfully to enhance their own and others' learning. Group discussions and activities will be used to answer questions, learn from others' perspectives, and engage with the course material. Everyone is expected to adhere to the "Ground Rules for Respect" described below in order to create a classroom of respect and collaborative learning. The most important qualifications for this course are interest, energy, and eagerness to fully engage with classmates.

LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings in organizational behavior.
- Communicate (written and verbally) knowledge of major topics related to organizational behavior.
- Understand and recognize the relevance and value of numerous types of diversity in the 21st century workforce.
- Apply organizational behavior concepts, research, and theories to identify organizational problems and recommend solutions.

REQUIRED MATERIAL

- S. P. Robbins and T. A. Judge (2015). *Organizational Behavior* (16th Edition). ISBN 10: 0-13-350764-5. ISBN: 978-0-13-350764-5.

Please note: You do not need the extra texts and web tutor pack. Please purchase the TEXT

ONLY from any outlet you choose.

- Other readings may occasionally be assigned and will be posted to UNM Learn. Notification of additional readings will be announced in class and via email (to students' UNM email accounts).

GRADING

Requirement	Points	Percentage
Course Participation and Activities	150	25%
Exam 1	100	~17%
Exam 2	100	~17%
Exam 3	100	~17%
Final Paper	120	20%
Behavioral Lab Participation	30	5%
Total Possible Points:	600	

Final letter grades will be assigned based on the point scale below. Grades will not be rounded up.

Final Grade	Total Points	Final Grade	Total Points
A+	588 – 600	C+	462 – 479
A	558 – 587	D	438 – 461
A-	540 – 557	C-	420 – 437
B+	522 – 539	D+	402 – 419
B	498 – 521	D	378 – 401
B-	480 – 497	F	377 or lower

COURSE PARTICIPATION AND ACTIVITIES (150 POINTS)

The purpose of class time is to deepen your understanding of the readings, provide information beyond the assigned readings, address questions, work with peers, and apply course information. Each of you is a resource as well as a learner, and each of us has a responsibility to contribute to the group's learning as well as our own. Practically, this means that if you do not prepare for or contribute during class, everyone misses your contribution. You are expected to be active learners and assume responsibility for learning and discovery.

At the beginning of every class, take out a piece of paper that you can turn in at the end of class (don't forget to write your name on it!). Throughout each class, I will ask a variety of types of questions, and you will write down responses, sometimes individually and sometimes after working with peers. Question types include:

- Mini-quiz questions: These questions are based on information I presented during that day's lecture or from the assigned textbook reading. These questions allow me to see if students understand the material and help you keep up with the material. Be sure to read the assigned textbook sections BEFORE each lecture. You will receive credit if you provide a correct answer (no credit if you provide an incorrect or no answer).
- Subjective questions: I will ask subjective questions to gather students' opinions or information about students' experiences (e.g., "Have you ever held a job?"). For these types of questions, you receive credit *if* you answer; not based on what you answer.
- Activities: We will also engage in activities, both individually and as a group, for which you will write down responses. Sometimes I will provide handouts for you to complete. Often, you will receive credit *if* you answer. However, sometimes I will inform you that I will grant credit based on the quality of responses.
- Peer Instruction: I will present questions that require you to apply what you have learned and to reason your way to the correct answer. You will first answer a question independently (without help from others), then you'll discuss the question with class members, and finally, you'll answer the question a second time. Your first response is counted as a subjective question credit (i.e., you receive credit if you answer at all). The second response is a quiz credit (i.e., you receive credit if you answer correctly). Thus, if you miss the question the first time, you have a chance to earn a credit based on what you learned in your discussion with classmates.

The number and type of questions will vary per class. By the end of the semester, I will provide *more than* 150 points

worth of participation questions. This means that you can miss questions and still receive the full 150 points for participation. Therefore, no make-ups will be provided if you arrive late, leave early, or miss a class. If you earn more than 150 points, I will add those additional points to your final grade (extra credit!). Having someone turn in answers for you, looking at peers' responses, or providing peers with answers for quiz questions are all violations of academic integrity and will be treated as such. At a minimum, you will lose all participation points for *the entire semester*.

Appropriate participation also means that you are respectful, present, and attentive. I will not engage in irrelevant activities during class (which would displease you), and I expect the same from you. Irrelevant activities not only detract from your personal performance but distract others and me. I will typically not notify you if I see you engage in these activities, but I will deduct points from your participation grade (using a sliding scale, such that more credit will be deducted based on the frequency and severity of the offense).

- **No electronic devices, including cell phones, laptops, tablets, etc.** Trust me... Research shows that laptops actually hinder learning!
- Do not engage in other irrelevant activities, such as private conversations or sleeping.
- Do not arrive late or leave early (unless discussing it with me in advance).
- Attend class. If you do not attend a class, it is your responsibility to obtain notes and information from a classmate or to see me during office hours.
- Be respectful and professional when interacting with peers and me, whether in class or electronically. Please see the ground rules for respect below.

EXAMS (3 WORTH 100 POINTS EACH)

There are three exams. Each exam will contain multiple-choice and possibly short answer questions. I will let you know how many questions and what format to expect before each exam. The exams are not cumulative. Exams will cover material from lecture, assigned readings, and class activities. All assigned textbook reading and lecture material are fair game; this means that information covered in the textbook but not discussed in class may be on exams, and information covered in class that is not in the textbook can be tested.

You must take all three exams at the scheduled in-class times. On each exam date, allow plenty of travel time and plan to arrive to the classroom early. Due to the many circumstances that could affect the 80+ students in this course, it is impossible to determine legitimate excuses for missing an exam while being fair to the students who take the exams on time. Therefore, plan now to be in class on time on the exam dates. Makeup exams will not be allowed except in the face of unusual circumstances *with proper documentation* (e.g., a doctor's note, funeral program, police record in cases of transportation emergencies) and must be negotiated *in advance* whenever possible. It is up to my discretion whether the documentation appears legitimate and is sufficient to warrant a makeup. Writing exams is a very labor intensive process, so makeup exams will contain a different format, such as essay questions or a paper. Makeups must take place as soon as possible; procrastination in scheduling a makeup will result in point deductions.

FINAL PAPER (120 POINTS)

Organizational behavior often bridges scientific discovery and real-world application. In keeping with this scientist-practitioner model, you will apply what you learn in class through a final paper. The purpose is to encourage you to think actively about the material outside of class, specifically by 1) recalling facts, theories, and information from class, and then 2) creatively integrating this knowledge with work contexts you observe. You will receive details about the final paper at the beginning of the semester.

The paper is due on LEARN **by December 4 at 11:59pm EST**. I recommend beginning the paper halfway through the semester and aiming to turn it in before Thanksgiving break. If you turn in the final paper after Dec 4, it is not possible to receive full credit, because many students worked hard to turn it in on time. If you turn in the paper within 24 hours of the due date, the highest possible grade is 108 points (90%); within 48 hours, the highest possible grade is 84 points (70%); within 72 hours, the highest possible grade is 60 points (50%). Papers cannot be turned in after 72 hours.

BEHAVIORAL RESEARCH LAB PARTICIPATION (30 POINTS)

The Department of Organizational Studies requires that all students taking MGMT 306 and MGMT 506 on the Main Campus participate in research. The purpose of this requirement is to actively involve students in the scientific process of conducting organizational behavior research. One benefit of the requirement is that it helps students gain a deeper understanding of the implications and limitations of research findings discussed in class—knowledge that can enhance

critical thinking about OB research and facilitate more effective application of that research to “real life” organizational contexts.

This requirement can involve either actual participation as research subjects in ongoing studies in the department or writing brief papers that summarize the theory, methods, and results of published research. A total of 2 research credits must be obtained, involving any combination of either participating as a subject or writing a report. Research studies are 1 hour in length. In order to receive full 30 points for this requirement (5% TOTAL grade), students MUST complete 2 research credits (any combination of research participation and written reports). In other words, no partial credit will be granted (e.g., completing 1 credit will earn 0 points). All research activity (i.e., lab sessions and research reports) must be completed by Friday December 4th, 2015 at 5:00 p.m. A full description of the requirement can be found in the Department of Organizational Studies’ Research Participation memo, which will be distributed and discussed during the second week of class. You can also find further information at the Anderson Behavioral Lab website: <http://www.mgt.unm.edu/behavioral-lab>

GROUND RULES FOR RESPECT

Discussions of diversity (and other topics) can touch on issues that students find controversial or difficult. Because of this, students are responsible for permitting each class member to hold his/her opinion without fear of retribution. Class participants should remember, however, that one’s opinions may affect others. You are not required to agree with classmates or the instructor. However, you *are* required to treat classmates and the instructor with respect and courtesy at all times, even when you disagree with them. Violations of respect and courtesy will result in loss of participation points commensurate with the severity of the offense. Keep in mind that:

- Together, we are here to learn about complex issues that have plagued society, in one form or another, since the beginning of civilization.
- We all have some type of prejudice against some group, class, or individual.
- We all have experienced some form of prejudice.
- We are all guilty of some degree of cultural ignorance concerning another group of people. No one in the class knows everything about diversity, so it is expected that we come to class with open minds.
- We are not here to victimize one another. Learning about diversity and differences occurs more readily in supportive environments marked by openness and trust. Students should be able to honestly discuss their thoughts and experiences without fear of being judged, stereotyped or categorized.

As such, I expect everyone to adhere to the following:

- Respect others’ differing opinions and their right to express them. Always challenge the idea, not the person. Listen carefully to others’ ideas even if they are different from yours. Your comments should reflect attention to and understanding of what one said. Avoid knee-jerk, emotional reactions.
- Be courteous. Do not interrupt or engage in private conversations while others are speaking.
- Provide rationale for your thoughts. Relate your comments to the course material, rather than only opinion.
- “Step up, step back” means to participate but also self-regulate. No one person should dominate the course discussions; everyone should have the opportunity to contribute.
- Do not use electronic devices. Respect others by giving them your full attention.

COURSE POLICIES

DO-OVERS, MAKE-UPS, AND REQUESTS TO RECONSIDER GRADES:

- Extra credit assignments “just for you” and make-ups or do-overs for in-class quizzes, participation points, papers, or other assignments are not permitted.
- No grades will be rounded up. I will not respond to messages requesting grade inflation.
- If you feel your work was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, *prepare a written statement* (several paragraphs) explaining what you believe is erroneous about the grade, including evidence (e.g., statements and page numbers from the textbook) to support your argument. While I am unreceptive to reviewing work simply because a poor grade was received, I appreciate the opportunity to correct a mistake. I reserve the right to re-evaluate the entire assignment, which could result in a new grade that is lower or higher than the original grade. Requests to reconsider grades will be honored only within one week after a grade is provided.

COMMUNICATION

Please email me at any time or visit me during office hours if you have any questions or concerns. I will communicate with you in a respectful and professional manner and expect the same from you. Please use UNM email for all course communication (per federal laws regarding privacy of student information). Please be aware that I receive a large volume of email but that I will make every effort to respond to your email within 24-48 hours. I do not always work from my office, so voicemails and notes on my door are inefficient ways of reaching me; please send an email.

UNM LEARN

Nearly all information for the course (e.g., syllabus, powerpoint slides, study guides for exams, final paper requirements, Behavioral Lab information) will be posted to UNM LEARN. I will also post grades there. If you have questions about using LEARN, please contact Technical Support: (505) 277-5757 (M-F 8am-5pm) or learn@unm.edu.

POLICY ON ACADEMIC INTEGRITY:

I take academic integrity seriously and know most students do as well. However, on occasion we encounter students who engage in academic dishonesty of some sort. Academic dishonesty is a serious offense and *will not be tolerated*. Academic misbehavior means any activity that compromises the academic integrity of the institution or subverts the education process, including but not limited to cheating (which includes allowing another student to copy one's work), fabrication, and plagiarism. Matters subject to disciplinary action are outlined in the Pathfinder (<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>) and in the Anderson School of Management Academic Honesty Code (<http://www.mgt.unm.edu/honesty/>). Any violation of these codes will be taken very seriously and appropriate sanctions will be applied. Students who commit or assist in committing dishonest acts will receive a failing grade in the course and will be referred to the appropriate academic standards bodies on campus.

ADA STATEMENT & POLICY ON SPECIAL CIRCUMSTANCES: Please email me as soon as possible if you have a circumstance that will affect your participation, assignment completion, or any other aspect of the course. If you notify me of special circumstances well in advance, you might be allowed to complete assignments prior to their due dates.

Reasonable accommodation will be given to any individual with a disability. Please contact me privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

TIPS FOR SUCCESS IN THIS COURSE:

- Don't procrastinate! Begin reading, studying for exams, and writing the final paper well before their deadlines. Breaking up the work into smaller pieces will make life much less stressful, and research shows you remember the material significantly better this way.
- Read! You will benefit most from lecture when you read the assigned readings *before* class. You'll also perform better on in-class quizzes when you read in advance.
- Create outlines of each chapter. Create a list of bolded terms and their definitions, and outline the major points and concepts from each section. Don't simply highlight the textbook. The process of creating outlines reinforces the material, and you'll have a good, personalized study guide for the exams.
- Study! Study for exams a little bit every day (e.g., ~30 minutes). It's much more difficult to remember material when you cram right before exams.
- Thoughtfully contribute and attend to classroom lecture and activities.
- Apply concepts to your everyday life. Think about how the topics we cover apply to your or your family or friends' experiences.
- If you are struggling in the course, seek help as soon as possible (don't wait until the end of the semester!). I am happy to meet with you to provide more study tips and suggestions tailored to you.

COURSE SCHEDULE

The course schedule is subject to change. Any changes will be communicated in class and on the course website.

Date	Topic	Reading
Aug 20	Introduction to Organizational Behavior and Diversity	Syllabus Chapter 1 Chapter 2 (pp. 40-45)
Aug 27	Attitudes (Job Satisfaction)	Chapter 3
Sept 3	Emotions and Moods	Chapter 4
Sept 10	Personality and Values	Chapter 5
Sept 17	Perception and Decision Making	Chapter 6 (pp. 154-155; 157-159; 162-166; 171-177)
Sept 24	EXAM 1	
Oct 1	Motivation Motivation: Applying Concepts	Chapter 7 Chapter 8 (pp. 216-218; 228-238)
<i>Oct 8</i>	<i>Fall Break – No Class</i>	
Oct 15	Group Behavior	Chapter 9
Oct 22	Work Teams Communication	Chapter 10 Chapter 11
Oct 29	EXAM 2	
Nov 5	Leadership	Chapter 12
Nov 12	Power and politics	Chapter 13
Nov 19	Conflict and Negotiation	Chapter 14
<i>Nov 26</i>	<i>Thanksgiving Break – No Class</i>	
Dec 3	Organizational culture Work Stress	Chapter 16 Chapter 18 (pp. 550 – 562)
Dec 4	<ul style="list-style-type: none"> ➤ Behavioral Lab Participation due by 5pm ➤ Final Paper due by 11:59pm (submit on LEARN) 	
Dec 10	EXAM 3	