

Course Syllabus

MGMT 306-004

ORGANIZATION BEHAVIOR AND DIVERSITY

306-003 M 12:30-3:00 ASM 1068

PROFESSOR

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COURSE MATERIALS

TEXT: S. P. Robbins and T. A. Judge (2014). *Organizational Behavior* (16th Edition). OR Student Pack Equivalent

****PLEASE NOTE:** You **DO NOT** need the extra texts and web tutor pack. Please feel free to purchase the **TEXT ONLY** from any outlet that you choose.

COURSE DESCRIPTION & OBJECTIVES

Tough economic times and increased competition are forcing organizations to be more effective. In turn, customers are demanding greater value and lower prices. Thus, companies that are successfully mastering the art of change (i.e., Dell, Amazon.com, etc.) have beaten their competition. However, one of the key components to successful change is to stimulate employees' tolerance. Even more importantly, companies who can obtain and keep the highest-performing employees, regardless of labor market conditions, have a huge competitive advantage that can ultimately generate superior financial performance. Therefore, employees are being asked to do **more** with **less**, and managers are faced with the challenge of finding ways to increase employee productivity and customer satisfaction, while also decreasing costs. Can knowledge about organizational behavior help to meet this challenge? The answer is an unequivocal YES!!

This course is designed to provide you with an overview of behavioral science theory, research, and practice. This knowledge is essential for developing the managerial skills needed to effectively manage in today's competitive environment. This course applies theories of individual behavior, group behavior, and organizational dynamics to solve a host of performance-based problems associated with organizational effectiveness.

The overall objective of this course is to improve the skills you need to become a more effective manager. Organizational behavior, commonly referred to as OB, is an interdisciplinary field

dedicated to better understanding and managing people at work. The three basic levels of analysis in OB are individual, group, and organizational. To be an effective manager, it is essential that you have practical knowledge that spans all three levels of organizational behavior.

In this course I assume that an effective manager possesses both a fundamental knowledge of human behavior and a set of practical tools and skills for understanding and managing people and groups within the complex dynamics of organizational life. This course therefore is a combination of theoretical reading and practical application. I will use several different assessment tools to address each individual's strengths and to help them improve their areas of weakness.

At the end of the course, you should be able to:

1. Explain and evaluate how context influences employee behavior and organizational effectiveness.
2. Identify and explain the key contributors of individual behavior and how diversity shapes organizations.
3. Describe and diagnose the antecedents of employee motivation.
4. Explain and diagnose the sources of a work group's effectiveness.
5. Discuss and evaluate the characteristics of effective leadership and influence.
6. Understand how ethics permeates the behaviors in practice within organizations.

COURSE REQUIREMENTS & GRADING

Requirement	Points (Percentage)
1. Exams	350 (35%)
2. Class participation/Preparation	100 (10%)
3. Presentation Day Participation	50 (5%)
4. Quizzes/Mind Benders/Activities	100 (10%)
5. Panel Discussions	150 (15%)
6. Final Group Project	200 (20%)
7. Behavioral Research Lab Participation	50 (5%)
8. Possible Extra Credit	?
Total	1000 (100%)

Grading will be +/- based upon instructor's discretion.

1. Exams

You will be taking three exams during this class. The first two exams will be worth 115 points each and the third will be worth 120 points. For each exam, you will be asked about concepts discussed in either lecture or in your book – this will be a mix of multiple choice, T/F, and fill in the blank worth 50% of the exam grade. Additionally, there will be a choice of essays that will also be worth 50% of your grade. In total, these exams will not only include memorization of concepts, but will also allow you to demonstrate application of the concepts to 'real world' problems. Please note that we will discuss studying for the exams the week prior to the examination and there should be no surprises!! However, in order for these preparatory discussions to be meaningful, I strongly encourage you to complete the assigned readings well-before the exams. **There will be no make-up opportunities available.**

2. Class participation

This is an interactive class where your teams will be counting on your input (we're ALL learning together here!) Therefore, it's important to not ONLY be in class, but also to be ON TIME and INVOLVED. It is my intention to provide students with grades each class that reflects student behavior on the following three dimensions: attendance, timeliness, preparedness. Students will be provided one 'freebie' for attendance/participation for one of the first 10 lecture classes (equal to 10 points). This is provided for any illness, death in the family, or any other extenuating circumstances that might arise during the semester. The final two weeks of class (each worth 25 points respectively) are not included in the 'freebie' option. Additionally, it is up to each student to work with classmates in order to find out what was missed during class.

3. Quizzes/Mind Benders/Activities

Yet another reason to be on-time!!!! Believe me, I KNOW how QUICKLY class comes in the morning –sometimes even in the afternoon-, but, in order to get you involved in the week's

topics I will give you pop quizzes, in-class discussions, and/or puzzles at ANY TIME during each class. Involvement in these activities earns you up to 10 points for each activity completed. Additionally, some exercises will be 'take home' in order to highlight concepts from class. Students will be provided one 'freebie' for activity points for one of the first 10 classes (equal to 10 points).

4. Panel Discussions

There are many controversial topics in organizations today. In this class, teams will each have an opportunity to be part of a panel discussion on a variety of preselected topics (e.g. should organizations ever celebrate holidays?)

Student groups will be assigned topics in week #3 (or teams can request an alternative topic that will need to be approved by the instructor) and will be asked to prepare panel presentations. During the panel discussion, each team is expected to make a very short presentation (up to 12 minutes), before the floor is opened to questions from the audience. The key to success is to choose a topic carefully and to present appropriately for the audience. Additionally, I will prepare the audience, by assigning them various roles. Finally, each side of the issue (i.e., 'pro' team versus 'con' team) will spend 4 minutes directly debating. The audience will vote and extra credit will be provided to the 'winning team'.

Teams will also be expected to provide a 2-page written, executive summary of your argumentation. Additionally, each team must turn in a copy of their presentation slides. Handouts in week #2 will provide you with more specific information regarding the project expectations (this includes what sources should and should not be used – for example, wikipedia is NOT a good source).

5. Group Project

Have you ever wondered how what you are learning in school actually 'works' in the real world? Most often, the answer to this question is yes. The group project for this semester allows you to assess an actual organization, apply concepts learned in class to 'problem solve', and then present the material to a group of your peers in a 15-minute presentation.

Optimally learning from the group project will be a five step process. The first step entails reading the required materials in order to be able to further analyze the organization (i.e., multiple OB topics may apply such as leadership, culture, motivation, diversity, etc.) The second step involves probing the organization and asking the right questions on your own. The third step consists of meeting with others through any means that are available to discuss your different perspectives regarding the issues. The fourth step entails integrating information shared in the group meeting into some sort of written document/formal presentation. This document/presentation should be reviewed by all group members for one final round of feedback. Finally, this presentation will be given to the entire class for a round of feedback. I encourage you to follow this five step process.

Grading of this group project will be based upon your comprehensive understanding and application of an OB topic, thus, the final product will be utilized to assess your knowledge in lieu of a comprehensive final examination.

6. Behavioral Research Lab Participation

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 50 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 May 1st, 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>

Kathryn's Commitment to You

1. I will be on time to class, fully prepared.
2. I will respect each student and be available whenever possible.
3. I will take an active role in monitoring group discussions in class and I will provide input for students when needed.
4. I will grade assignments in a fair and equitable fashion. I will apply standards equally across all members of the class.

My Expectations for Students

1. Please come to as many classes as possible. Please come to class on time, and please be ready to engage in conversation!
2. Be actively involved in group discussions. This class works best if we all try to respond intermittently to other students' inquiries.
3. Read all course material prior to engaging in class related discussion.
4. Evaluations of your peers will be an accurate and fair behavioral assessment of your teammates

ACADEMIC INTEGRITY and OTHER ISSUES

Plagiarism or other academic dishonesty will result in a failing grade for the course and referral to the appropriate academic standards bodies on campus. Make up exams will not be allowed except in the face of unusual circumstances, and must be negotiated in advance. Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. Violations include: plagiarism, exam misconduct, etc. Please refer to the UNM Pathfinder for additional information: <http://www.unm.edu/~sac/pathfind.html>.

ADA Statement

Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor 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.

UNIT ONE: UNDERSTANDING ORGANIZATIONS

Week 1: The Foundation of Organizational Behavior & Ethics in Management
January 12, 2015

Required Readings:

Textbook:

- Chapter 1

Week 2: University Holiday – Martin Luther King Day
January 19, 2015

Week 3: Diversity in Organizations
January 26, 2015

Textbook:

- Chapter 2

Organizational Culture/Socialization
February 2, 2015

Textbook:

- Chapter 16

Week 4: EXAM #1
February 9, 2015

UNIT TWO: UNDERSTANDING MYSELF

Week 5: Personality, Perceptions, and Person-Organization Fit
February 16, 2015

Required Readings:

Textbook:

- Chapter 6 (pages 152-159; 162-166; and Summary/Implications for Managers)
- Chapter 5

Week 6: Job Attitudes and Emotions/Moods
February 23, 2015

Required Readings:

Textbook:

- Chapter 3
- Chapter 4

Week 7: Motivation
March 2, 2014

Required Readings:

Textbook:

- Chapter 7
- Chapter 8

SPRING BREAK March 9, 2015

Week 9: EXAM #2
March 16, 2015

UNIT THREE: UNDERSTANDING OTHERS

Week 10: Group/Intergroup Processes, Conflict, and Negotiation
March 23, 2015

Required Readings:

Textbook:

- Chapter 9
- Chapter 10
- Chapter 14

**Week 12: Communication, Power, Influence, & Political Behavior
March 30, 2015**

Required Readings:

Textbook:

- Chapter 11
- Chapter 13

**Week 12: Leadership
April 6, 2015**

Required Readings:

Textbook:

- Chapter 12

**Week 13: EXAM #3
April 13, 2015**

Weeks 14 & 15: PRESENTATIONS DAY #1 & DAY # 2

April 20, 2015 and April 27, 2015

****PARTICIPATION POINTS FOR AUDIENCE MEMBERS WILL BE WORTH UP TO 25 POINTS PER DAY.**