

**Organizational Behavior and Diversity**

**MGMT 306-001**

**Tuesday 4-6:30 p.m.**

**Collaborative Teaching and Learning Building Room 230**

**Spring 2016**

Professor: Monica Eshner

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**Contact Information:**

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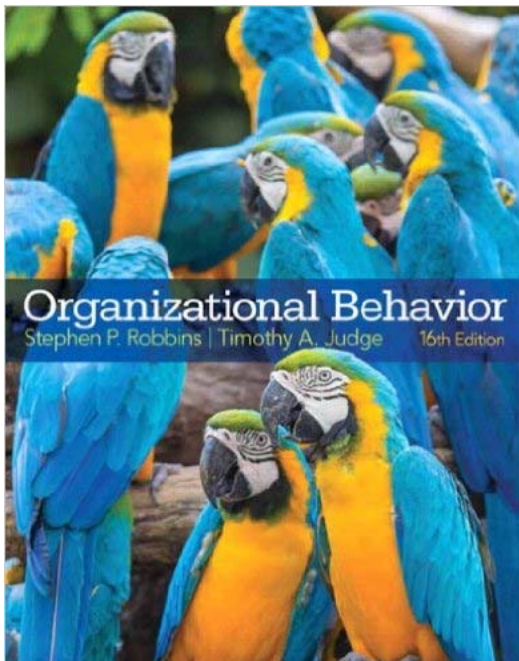
CRS: 13214

**Office Hours:** By appointment

**Required Course Materials**

**Required Text**

1. Stephen P. Robbins and Timothy Judge, [Organizational Behavior \(16th Edition\)](#) (Jan 8, 2014) (Pearson/Prentice Hall 2010)



## Course Purpose

If you are taking the time to read this then, congratulations, you will most likely do well in this class! Besides this being a prerequisite for your degree, my hope is that this class will be one of the most useful and thought provoking classes you have attended.

The reality of our world is you and I will spend and have spent a majority of our lives in some form of an organization, from schools, to sports, community activities, to work. Your work life will involve working with, in, or for organizations, and, at some point, possibly creating your own business enterprise or service organization. The purpose of this course is to help you understand you and your influence on the organizational dynamic, others and the impact of the collective "we" and then the organizational function, based on the latest social science research on work, workers, and organizations.

## Course Objectives

The primary objective of this course is to provide you with an understanding of the basic principles of (OB) Organizational Behavior. The theories and practices taught in this course are applicable in a wide array of positions in all types of organizations in which you may eventually find yourselves. The principal aims of the course are:

- to provide you with a broad and critical understanding of the key issues and concepts in OB
- to stimulate both appreciation and critical consideration of current OB theory and research
- to allow you to reflect on your own experience, extrapolate and develop better people skills
- to prepare you for future roles in which you need to work with individuals and groups in organizations

## My Expectations

### Classroom Etiquette

**Please turn off all cell phones, pagers or any other electronic device including: laptops, tablets etc.. that would be distracting to you and other students.** (No text messaging or phone calls, please). Cell phones and other devices are a distraction to learning and therefore in violation of UNM Policy. Respect for others includes not "visiting" while your instructor or another class member is speaking.

### Punctuality

Classes will begin on time, and I will make every attempt to end them on time.

## Assignments and Grading Criteria

### Assignments

Please note: assignments are still due even if you have e-mailed or called me of your absence. However, if a real emergency occurs during the semester, I will make every effort to help you. If you miss a class please find out what you missed by contacting a class member or the Learn page. You are still responsible for all assignments due on the day of class and any work distributed in your absence.

**If you turn in an assignment late you will be penalized one letter grade.**

## Grading Percentages

Orientation Paper/Best Self Exercise (20%)

Exposure to Cultural Diversity Experience and Paper (15%)

Behavioral Research Lab Participation (5%)

Small Group Presentation (20%):

Final Team Project (30%)

Attendance and Participation (10%)

90-100%.....	A
80-89%.....	B
70-79%.....	C
60-69%.....	D
< 59%.....	F

### Orientation Paper/Best Self Exercise (20%)

**Orientation Paper (5%):** This paper is about who you are, your background and what you have done up to this class. **This paper must be at least 2 pages.** **This paper is due the beginning of the second class, January 28, 2016.** This is the foundation for your **Best Self Exercise**.

**Best Self Exercise (15%):** This exercise is designed to help you discover your unique competencies and skills. As a leader it's important to know your strengths especially from the perspective of others. You will seek input from other people who know you in order to more deeply understand your personal, interpersonal, and perhaps managerial strengths.

1. Identify 15-20 people who know you well. It is important to choose people who will give you honest feedback. These may be coworkers or fellow students, friends, professors, or anyone else who has had extended contact with you. The more diverse the list is the better. People are busy and this assignment is due early in the semester so please start creating your list as soon as possible and give folks plenty of time to respond. A **minimum of 10** respondents is needed to complete the assignment.

2. Send the feedback form (given in class) to the 10-20 people you selected in step 1. If you have never done this it may be a bit awkward at first but if you can be open to this feedback now and for the rest of your career it will help you immensely.

3. Interpret Your Feedback, by reading through your responses and making note of key insights and themes. What were the common themes and ideas across the responses you received? Create a themes list and give several examples that illustrate the feedback you received.

4. Compose the Reflected Best-Self Portrait by writing a description of your **BEST SELF (5 pages minimum)** that reflects the insights you acquired from the feedback. For example, a self-portrait might indicate what you do when you are at your best, how you solve problems or communicate with others effectively, and the ways in which you help other people. This document may also include areas of opportunity. Given this feedback what is your plan for self-development? In

class we will discuss the implications of these best-self-portraits. **Write a 5 page paper that is a description of your BEST SELF using the feedback from the surveys. All surveys MUST be submitted you're your paper. Due February 25, 2016.**

**Exposure to Cultural Diversity Experience and Paper (20%):** You must seek out an experience that brings you in touch with people whose primary diversity characteristics differ from your own. This exercise must be done by yourself you must spend a minimum of one hour in the experience. The name or location of your Cultural Diversity Experience is due **March 10, 2016**. **Write a 4-5 page paper using the guidelines below summarize your field experience. Due March 24, 2016.**

This assignment exposes you to a new situation that requires you to carefully observe your surroundings. Your task is to go by yourself (**you may not take anyone with you**) to a place where you have not been before and observe what you see. Then, from this experience, write a 4-5 page paper that summarizes the following:

- Your reaction(s) to the situation in terms of your behavior and feelings.
- The reaction of other individuals toward you.
- What this experience teaches you about being different from others
- Your insights from this experience

Some possible places or groups to visit are listed below:

- A Diversity Group on Campus
- Native American Pueblo
- A Non-Deaf/Non-Blind individual participates in a class at the School for the Deaf or School for the Blind
- Volunteer at a homeless shelter/soup kitchen
- Visit The Hispanic Cultural Center
- Attend a Church of a different belief system that your own

If you choose to visit a diversity group on campus, you may want to get permission from the group and let them know that this is a class assignment. Only choose a setting that you sincerely want to learn about.

### **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 6<sup>th</sup>, 2016 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>

**Small Group Presentation (20%):** As part of this assignment you will be working with a group of two or three to present a part of a chapter of the book to class. It will up to your groups to create an engaging presentation on an organizational behavioral topic. Accompanying the presentation should be a **one page summary to be handed out to the class** regarding the topic that you are presenting. Criteria for evaluating your presentation will be based on 1) quality of content and value of information presented to someone who wants to learn about the topic 2) creativity and structure of the presentation (you get to create it whatever way you want) 3) overall quality of the presentation.

**Group Project Final (30%):** Class members will be divided into teams of 5-6 to do an organizational assessment of a local organization. Each student team will complete an assessment on their chosen organization after approval by the instructor. Your assessment should be a comprehensive examination of the organization from all perspectives to include the organization's mission, structure, formal and informal communication channels, culture, incentive systems and motivational approaches used, and strategies for conflict management. In addition, you should provide an analysis of recent change initiatives in the organization, challenges and organizational issues. The assessment should also include a profile of at least one leader in the organization in terms of his or her personality and the issues one currently faces as a leader.

Your student team will design and deliver a 30-40 minute presentation and discussion about your findings, (ex. organizational strengths and areas of opportunity including risks. Presentations will be given in the final class meetings.

**Each student team must submit to the instructor the name of the organization they wish to profile. The group must give the name, email address, and phone number of the primary contact person at that organization by March 10, 2016.** When contacting the organization, you should offer to sign a confidentiality agreement, and, if necessary, to disguise the name of the organization for the purposes of the written report and class presentation. However, the instructor must be given the name of the organization and contact person – I will sign a confidentiality agreement as well, if needed. **An outline of the presentation must be handed out to the class the day of the presentation.** The team is also expected to send a thank you note to the Organization that you profile.

As part of the assignment, team members will evaluate their team process and the contribution of their fellow teammates. Each team member will be required to complete a Team Peer Evaluation of each team member, including himself or herself, based on the team project assignment in this class. Evaluation forms will be given out near the end of the semester. Each of the criteria listed below will be equally weighted in the final evaluation score. Item scoring ranges from 1 (strongly disagree) to 10 (strongly agree).

1. This person worked cooperatively with the team to complete assigned tasks.
2. This person did his/her fair share of the total workload.
3. This person was reliable and met agreed-upon team deadlines.
4. This person put forth efforts to be present at team meetings.
5. This person's presence was instrumental in helping achieve team goals.
6. I would willingly work with this person on future projects.

**Participation/Attendance (10%):** People learn best when they are active. Your active participation is essential to this class. Participation is more than just attending class and asking an occasional question. Full participation consists of demonstrating that you are prepared for each class, asking thoughtful questions that help you and your peers learn, responding respectfully to peers, engaging productively in all class exercises. I will be listening for the quality of your comments and questions as opposed to the quantity. I will also be listening for appropriate and thoughtful references to assigned readings. Your course grade will be negatively affected by absences. If you won't be attending class **my expectation is that you will call or email me in advance (when possible) of your absence.**

If you miss three classes in a row without contacting me, I will assume you have stopped coming and have the option to drop you from the course. If you decide to drop please let me know so you won't receive a failing grade.

### Approved references

Book reviews or a summary article of someone else's scholarly work won't be accepted as references.

For your own professional development, I would encourage you to become familiar with and use relevant social science journals to include: *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Behavioral Science*, *Journal of Applied Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, *Organization Science* and *Personnel Psychology*.

### Criteria for evaluating written work

**Quality of Ideas:** Originality, creativity, and completeness of your ideas.

**Specificity and Credibility of Conclusions:** Please avoid using generalizations and jargon. Please use specific examples to support your points, conclusions and recommendations.

**Clarity and Quality of Presentations:** Overall clarity and logical organization of your thoughts; engaging presentation.

**Use of Course Concepts:** Appropriate use of key concepts and frameworks to support your analysis and discussion.

### ACADEMIC INTEGRITY

**Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:**

***I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.***

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>



**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.

**Class Calendar and Assignments**

(This is subject to adjustment as we move through the semester; you are responsible for keeping up with the class).

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading Assignment</b>
1/21	Thursday	Intro/What is OB?	
1/28	Thursday	What is Organizational Behavior <b>Student Background Exercise Due</b>	Chapter 1
2/4	Thursday	Diversity in Organizations	Chapter 2
2/11	Thursday	Attitudes and Job Satisfaction, Emotions and Moods	Chapters 3, 4
2/18	Thursday	Personality and Values, Perception and Individual Decision Making	Chapters 5, 6
2/25	Thursday	Motivation Concepts, Motivation From Concepts to Application <b>Best Self Exercise Due</b>	Chapters 7, 8
3/3	Thursday	Foundations of Group Behavior, Understanding work teams	Chapters 9, 10
3/10	Thursday	Communication, Leadership <b>Name or Location of Cultural Diversity Experience Due</b> <b>Name of Organization and e-mail of Organizational Contact Person Due</b>	Chapters 11, 12
3/17	Thursday	<b>NO CLASS</b> Week of Spring Break---Mid Semester-	
3/24	Thursday	Power and Politics, Conflict and Negotiation <b>Cultural Diversity Paper Due</b>	Chapters 13, 14
3/31	Thursday	Foundations of Organizational Structure Organizational Culture	Chapters 15, 16
4/7	Thursday	Human Resource Policies and Practices, Organizational Change and Stress Management	Chapter 17, 18
4/14	Thursday	<b>Diversity Celebration</b>	
4/21	Thursday	<b>NO CLASS-PREP FOR PRESENTATIONS</b>	
4/28	Thursday	<b>GROUP PROJECT PRESENTATIONS</b>	
5/5	Thursday	<b>GROUP PROJECT PRESENTATIONS</b>	

