MGMT 3140: Organizational Behavior
Spring 2016

Instructor:  Dr. Laura Stanley
Office:  Friday 241
Phone:  704-687-7682
Email:  lstanl11@uncc.edu
Main campus office hours:  Mon. & Wed. 11:00 – 12:30; 2:00 – 2:30 (or by appointment)

Course Materials


Moodle: Please check Moodle often. Announcements, powerpoint presentations, case studies, articles, grades, and other information pertaining to this course will be posted on Moodle.

Required Coursepacks:

1. Case Centre: The coursepack is available at:
   http://www.thecasecentre.org/students/course/registerForCourse?ucc=C%2D722%2D261469%2DSTU
   Alternatively, please visit:
   http://www.thecasecentre.org/students/course/registerForCourse
   and enter the CoursePack code C-722-261469-STU

2. Harvard Business Publishing: The coursepack is available through the HBSP website at:
   https://cb.hbsp.harvard.edu/cbmp/access/43881659

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 Learning 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%
Exam 1 10%
Exam 2 10%
Exam 3 10%
Exam 4 (final) 10%
Team Case Presentation 10%
Team Semester Project 10%
In-class assignments/Participation 10%
Attendance 10%
Total 100%

Grade Allocation

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-89.5%</td>
</tr>
<tr>
<td>B</td>
<td>89-79.5%</td>
</tr>
<tr>
<td>C</td>
<td>79-69.5%</td>
</tr>
<tr>
<td>D</td>
<td>69-59.5%</td>
</tr>
<tr>
<td>F</td>
<td>59- and below</td>
</tr>
</tbody>
</table>

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 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 Moodle.

Midway through the semester (see course schedule for specific dates), you’ll provide a 1 minute practice elevator speech. **Final reports are due on the last day of class.** Please come to class and submit a hard copy of your report at this time. **The report should be between 9 – 12 pages (double-spaced, 12-point font, 1-inch margins). You will also provide a 1 minute “elevator speech” summarizing your report to the class.** Failure to provide a well-formulated practice speech and final speech on the assigned dates will result in 20 points (for each missed date) being deducted from your final Best Practices Report grade.

Examinations (40%) 
There will be four 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 exams you must attend class.

**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 (10%)**

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. No more than 25% of the references may be online sources. You will be evaluated based on: (a) content, (b) organization and appeal, (c) depth of analysis, and (d) interaction and engagement.

You will have 20 minutes to present your findings. The presentation should take at least 15 minutes (absolute bare minimum for an average grade) and no longer than 20 minutes. Each team member must be present. If you have a scheduling conflict that prevents you from presenting on the assigned date, you must discuss this with me within the first week of class. 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.

For guidelines, resources, and suggestions for successfully completing the project please download and print “Case Instructions” under “Team Case Presentation.”

You must also submit an evaluation of your team members’ contributions to the project. Evaluation forms are posted on Moodle under “Team Case Presentation.” The evaluations will be based on individual effort and contributions made by your partner. Your individual score for the presentation will be adjusted based on the evaluations you receive from your team members. Failure to submit peer evaluations will result in 10 points being deducted from your individual final score. All peer evaluations are due on your assigned presentation date.

Your team will receive a team grade based on the criteria outlined in “Case Grading Criteria” (on Moodle under “Team Case Presentation”). Each team will receive a team grade worth 100 possible points. Your individual grade (the grade that will be posted on Moodle) is your team grade adjusted by your partner’s evaluation of your contribution to the case study.

You must communicate with your partner throughout the semester. If you do not respond to emails from your partner, your partner’s evaluation of your performance may negatively affect your grade.

**Team Semester Project (10%)**

In addition to the team case presentation, your team will complete a team semester project. Each team will select an OB topic related to the course and prepare a presentation on that topic. You will also illustrate the topic by describing a pleasant and/or unpleasant experience that you have had within an organization. You will analyze the situation and describe why it was pleasant or unpleasant using concepts in the textbook and discussed in class. You can describe your experiences within a “work” organization, a volunteer organization, a fraternity, sorority, athletic team, etc. The key factor is that it is an organization in which people have roles,
there is a hierarchy and reporting structure, and there are implications for the decisions and actions made by the people in those roles.

The involves outside research on your chosen topic using articles found on Joyner Library’s website (EBSCO) and other sources. I will evaluate you based on the quality and depth of your research and how you tied it to the concepts discussed in class.

The purpose of the team project is to provide you with an opportunity to (a) work together as a team, (b) be creative, (c) practice your presentation skills, (d) explore one OB topic in-depth, and (e) apply OB topics to real-world situations. In preparing your presentation, you should use both the textbook and outside sources. No more than 25% of the references may be online sources.

You will have 15 minutes to present your findings and 5 minutes to engage the class in a question and answer session. Both the presentation and the question and answer session should take at least 15 minutes and no longer than 20 minutes. Each team member must be present. If you have a scheduling conflict that prevents you from presenting on the assigned date, you must discuss this with me within the first week of class. 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 posted on Moodle.

You must submit an electronic version of your power point presentation no later than 2 days (48 hours) prior to the time of your presentation. Failure to submit the powerpoint by the deadline will result in 10 points being deducted from you team grade.

You must also submit an evaluation of your team members’ contributions to the project. Evaluation forms are posted on Moodle. 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. Failure to submit peer evaluations by the deadline will result in 10 points being deducted from your individual final score. Hard copies of the peer evaluations are due in class on the last day of class. 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 paper and presentation in order to fulfill course requirements.

Your team will receive a team grade based on the criteria outlined in “Team Project Overview” (on BlackBoard under “Team Project”). Your individual grade (the grade used to calculate your final grade in the course) 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 Moodle. **Each team will post a signed Team Charter on your team’s group page on Moodle (see tentative course schedule for deadlines).** Failure to submit a Team Charter by the deadline will result in 10 points being deducted from your team grade.

You must communicate with your team members throughout the semester. This requires checking your email daily. 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.

**In-class assignments/Participation**

The class participation grade is based on several factors. First, you will complete small assignments (e.g., exercises and short case studies) during the semester which will be submitted during class. You may receive individual grades for these assignments which will affect your overall participation grade. Second, you will be evaluated based on how frequently you contribute to class discussions by asking questions, providing insight into the material discussed, and giving examples which help illustrate OB concepts.

Open dialogue and exchange of ideas are critical to establishing a supportive learning environment. Your participation in class discussions 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 throughout the semester.
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 are relevant to that week’s concepts.
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 class and group discussions 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.

To create and preserve a classroom atmosphere that optimized teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning. I will exercise my responsibility to manage the discussions so that ideas and arguments can proceed in an orderly fashion. Behavior which disrupts the learning process, including disrespectful comments toward other students or the instructor, will result in your being asked to leave the classroom. In addition, 10 points will be deducted from your final
participation grade and you will be considered absent that day. Continued disruptive behavior will result in a 0 (F) participation grade and may lead to disciplinary action and/or removal from class.

- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, if you use your cell phone or other electronic device and/or it makes an audible noise during class, you will be asked to leave the classroom and will be considered absent that day, your participation grade will be reduced, and/or your device may be confiscated.
- Students are permitted to use computers during class for note-taking and other class-related work only. Those using laptops during class for work not related to that class must leave the classroom for the remainder of the class period, and you will be considered absent that day.

Because much of your learning is based on class discussions and activities, it is imperative that you attend class and participate in class discussions and activities.

**Attendance**

In order to perform well on the exams, you must attend class regularly because exams questions are based on material discussed in class that may not be in the powerpoint presentations. I will take attendance – your attendance grade is the number of times that you were present in class when attendance was taken divided by the total number of times that I took attendance. **In the workplace, arriving to work on time is critical – arriving to class on time is also critical. Attendance will be taken every class day within the first 5 minutes of class. If you are not present at the beginning of class when attendance is taken, you will be counted absent. Eight or more unexcused absences will result in a final course grade of F.** After attendance is taken, you must remain in your seat during the entire duration of the class in order to be considered present. Even if you arrive on time, if you leave the classroom before class has ended, or if you leave for more than 15 minutes and return, you will be considered absent.

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.

**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 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.

**Deadlines for Assignments**
All assignments are due by the deadlines communicated in class and stated in the course schedule. Late work will not be accepted and will receive a grade of 0 without a documented excused absence from the Dean of Students.

**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.

**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 Moodle. You are responsible for all announcements posted on Moodle.
<table>
<thead>
<tr>
<th>Topic/Date(s)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ch 1: Introduction to Organizational Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>M 1/11</td>
<td></td>
</tr>
<tr>
<td>W 1/13</td>
<td></td>
</tr>
<tr>
<td><strong>Ch 2: Individual Behavior, Personality &amp; Values</strong></td>
<td></td>
</tr>
<tr>
<td>M 1/18</td>
<td><em>No Class - Holiday</em></td>
</tr>
<tr>
<td>W 1/20</td>
<td>Team Charters due (use template on Moodle)</td>
</tr>
<tr>
<td><strong>Ch 4: Emotions, Attitudes, and Stress</strong></td>
<td></td>
</tr>
<tr>
<td>M 1/25</td>
<td>Team 1 Case Presentation-Selection at Southwood Schools (Moodle)</td>
</tr>
<tr>
<td>W 1/27</td>
<td></td>
</tr>
<tr>
<td><strong>Ch 3: Perception and Learning</strong></td>
<td></td>
</tr>
<tr>
<td>M 2/1</td>
<td>Team 2 Team Case Presentation-Dissatisfaction at Treadway Tire Company (HBP)</td>
</tr>
<tr>
<td>W 2/3</td>
<td></td>
</tr>
<tr>
<td>M 2/8</td>
<td>Team 3 Case Presentation-Differing Perceptions at Hi-Style Limited (CaseCentre)</td>
</tr>
<tr>
<td>W 2/10</td>
<td>Exam 1 Ch 1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Ch 6: Decision Making and Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>M 2/15</td>
<td></td>
</tr>
<tr>
<td>W 2/17</td>
<td>Team 4 - Case Presentation-Lee &amp; Li Embezzlement (HBP)</td>
</tr>
<tr>
<td>M 2/22</td>
<td></td>
</tr>
<tr>
<td><strong>Ch 5: Employee Motivation</strong></td>
<td></td>
</tr>
<tr>
<td>W 2/24</td>
<td></td>
</tr>
<tr>
<td>M 2/29</td>
<td>Team 5 Case Presentation-Morale &amp; Motivation at CCAU (CaseCentre)</td>
</tr>
<tr>
<td>W 3/2</td>
<td>Best Practices Report mid-semester presentations</td>
</tr>
<tr>
<td>M 3/7 &amp; W 3/9</td>
<td><em>No class – Spring Break</em></td>
</tr>
<tr>
<td><strong>Ch 7: Team Dynamics</strong></td>
<td></td>
</tr>
<tr>
<td>M 3/14</td>
<td></td>
</tr>
<tr>
<td>W 3/16</td>
<td>Team 6 Case Presentation-The Vigilance Project (Moodle)</td>
</tr>
<tr>
<td>M 3/21</td>
<td>Exam 2 Ch 5, 6, 7</td>
</tr>
<tr>
<td><strong>Ch 13: Organizational Culture</strong></td>
<td></td>
</tr>
<tr>
<td>W 3/23</td>
<td></td>
</tr>
<tr>
<td>M 3/28</td>
<td>Team Case 7 Presentation-Culture at St. Martin de Porres High (HBP)</td>
</tr>
<tr>
<td>W 3/30</td>
<td></td>
</tr>
<tr>
<td><strong>Ch 11: Leadership in Organizational Settings</strong></td>
<td></td>
</tr>
<tr>
<td>M 4/4</td>
<td></td>
</tr>
<tr>
<td>W 4/6</td>
<td></td>
</tr>
<tr>
<td>M 4/11</td>
<td>Team 8 Case Presentation-Growth at Stein Bodello &amp; Associates (CaseCentre)</td>
</tr>
<tr>
<td>W4/13</td>
<td>Team 9 Case Presentation-Managing Up: Grace (HBP)</td>
</tr>
<tr>
<td>M 4/18</td>
<td>Exam 3 – Ch 11, 13</td>
</tr>
</tbody>
</table>
In-Class Presentations
Team powerpoint presentations are due 48 hours before you present

W 4/20          Team presentations - Teams 1, 2 & 3
M 4/25          Team presentations - Teams 4, 5, & 6
W 4/27          Team presentations - Teams 7, 8 & 9

M 5/2          Best Practices Report (hardcopies) and final presentations
                All team peer evaluations due at beginning of class

Final Exam
W 5/11         11:00 – 1:30 a.m. in our regular classroom