

**Management and Organizational Behavior**  
**MGMT 3140 - 001**  
**Spring 2019**  
**MWF: 8:00 a.m. - 8:50 a.m. in Friday 142**

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**HOURS:** Wednesday 9-10 am and by appointment  
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**UNIVERSITY DEADLINES AND REQUIREMENTS**

**PLEASE REFER TO THE UNIVERSITY DEADLINES FOR ADD/DROP AND OTHER STUDENT REQUIREMENTS IN YOUR HANDBOOK.**

**COURSE DESCRIPTION**

MGMT 3140. Management and Organizational Behavior (3) Prerequisites: ACCT 2121, 2122; ECON 2101, 2102, INFO 2130; junior standing. A study of the role of manager with an emphasis on understanding the behavioral and administrative theories and concepts needed to succeed in contemporary organizations. Topics covered in the course include motivation, leadership, managing teams, and teamwork.

**REQUIRED TEXTBOOK**

The following text is **required** in this course:

Bateman, Thomas S. and Snell, Scott S. (2017). Management: Leading & Collaborating in a Competitive World 13th Edition. New York: McGraw-Hill Irwin. (ISBN: 978-1-259-92764-5)

In addition, there will be a number of readings posted to Canvas each week under that week's course materials. You are required to read those as well.

**Reading note. The readings indicated for a particular week should be read in advance of the class date.**

**OBJECTIVES OF COURSE**

The objectives of the course are to develop a basic understanding of the theories and concepts of management and organizational behavior (OB), demonstrate the ability to apply management theory and concepts to organizational problems, develop the basic interpersonal, analytical, critical thinking, teamwork and decision-making skills required of managers, and develop an awareness of current issues and trends in management.

Four specific course objectives will be approached through the course materials:

1. To learn about individual behavior through motivation, work attitudes, learning, perception, stress, and decision-making.
2. To learn about interpersonal behavior through personality, influence, power, and leadership.
3. To learn about small group behavior through intragroup and intergroup processes.
4. To learn about organizational behavior through the above topics.

**Syllabus changes:**

I reserve the right to change the course syllabus at any time during the semester. Please log into Canvas daily to check for any changes that may occur.

## **Grading:**

Everyone begins the semester with zero points. You can earn the grade of your choice depending on how hard you are willing to work. Your total number of points determines your final grade. Any grade dispute requires written notification within 24 hours of the posting of the grade on Canvas. An e-mail outlining the basis for the grade dispute will serve as a written notification. I will review each case individually. There will be no exceptions to this process. I will contact you if there is a need to provide additional supporting materials to make your case.

Rounding of decimal points (on final grades) for the total score (not percentages) will occur in a standard statistical format where scores equal to or below .49 are rounded to the lower whole number, and scores equal to or above .50 are rounded to the higher whole number.

***Lastly, no changes will be made to final grades, and no additional points will be awarded to any student on the "margin" of a higher grade range. You are in complete control of your grade destiny from the beginning of the semester. Make each exam and assignment count.***

## **COURSE REQUIREMENTS:**

- 1) 6 classroom examinations @ 50 points each = 300 points
- 2) Team project = 100 points
- 3) Class participation =
  - a) 10 experiential exercises @ 5 points each = 50 points
  - b) Peer evaluation = 50 points

**Total Available Points = 500 points (100%)**

Letter grades are assigned based percentage of total points:

90-100%: **A**

80-89%: **B**

70-79%: **C**

60-69%: **D**

Less than 60%: **F**

## **DETAILED EXPLANATION OF COURSE REQUIREMENTS**

### **Classroom Examinations**

The examinations will consist of 25 multiple-choice questions. They will cover material up to the date of the exam, including text, supplemental readings, and lectures. Exam dates will not change. However, depending on how the course progresses, content might be covered under slightly different sections than is presented in the course outline. Also, there is the possibility that I will cover some additional topics throughout the course, if time permits.

**THERE ARE NO MAKE-UP EXAMS.** If you have a problem, you must contact me before the examination. Please note that if you miss an exam and only notify me of illness, injury etc. after the exam, I am not obliged to give you a make-up. I will not give you a make-up if you miss an exam without notifying me in advance. You are expected to complete your exam **UNAIDED**. Failure to do so will result in an F for you and for anyone who is foolish enough to help you.

**I have zero tolerance for cheating on quizzes or exams. You can be rest assured that you will receive an F in the course if I ever suspect you of cheating. This includes looking at someone else's exam or any behavior that is deemed suspicious by me. To avoid putting yourself in such positions, do not look around or at others' exams/quizzes.**

### **Team Project**

On the first day of class, you will be randomly assigned to teams. I recommend that you sit with your team for the duration of the course as you will work with them on both the team project and different team-based activities relevant to course content. For the team project, you and your team will find and assess an OB type problem (e.g., low morale/job satisfaction, turnover, personality conflicts, leadership challenges, etc.) and solution in an organization or department of your choosing. Think of this as a behavioral consulting project. Your group will essentially be a team of expert consultants who can help diagnose and find solutions to a challenge(s) that the organization might be facing.

### *The Task*

- At the beginning of the course, your team should identify an organization where you can access their employees and management. This could be a current or former employer of a group member, a University organization, volunteer organization, church, etc. The project necessitates interviewing current employees through anonymous and confidential online surveys, so it is important that you will be able to retain access to the organization throughout the semester. It will likely be useful to offer the leader of the organization/department a copy of your final report. Also, it is critical you assure employees of anonymity and confidentiality. The organization/department must be approved by Professor Williams prior to the start of any group work.
- After briefly discussing possible OB issues with the leader of the organization/department, you will identify and document the organizational/departmental challenge/problem being faced. Next, you will devise quantitative and qualitative survey questions to gain a better understanding of this challenge/problem and survey current employees through an online platform.
- Given your survey findings, you will then discuss solutions and recommendations according to the organization/department's goals and mission.
- Using class content as well as outside readings, discuss suggestions you have to improve and/or better leverage the organization's existing strengths. This should be grounded as best as possible in course concepts. The suggestions should also address the practicality of your recommendations. Could the changes you suggest be implemented? Where would you find resistance?
- A template with suggested outline for the final report is posted to Canvas under Group Project Resources.
- To help you complete this project successfully, I will make available several resources as indicated below. However, it is entirely up to you to avail of these resources and take initiative with your projects.
  - I have set up designated in-class team project days throughout the semester to work on your team projects with my guidance. Additionally, I am also available after class each week (if you email me and set up a time) to discuss ideas, possible organizations, and any other questions you have.
  - When you have a question, get in touch with me immediately through email. From my past experience with these projects, teams that reached out to me with questions and challenges early did far better than teams that did not.
  - Be sure to deliver on key team project dates listed on the schedule.

### *Key Evaluation Criteria*

- Quality
- Thoroughness
- Writing
- Clarity of thought
- Integration of knowledge

Students often want to know “What’s an A, What’s a B., etc.”. Although the criteria below are somewhat generic, this will give you a good idea of what I’m looking for when I assign an A, B, etc.

**A/A+** Excellent work. Significantly exceeds assignment requirements; far above the norm for the class. Unique, insightful analysis is offered, shows strong critical thinking, integrates ideas. Often brings in additional outside research and concepts to assignment. Strong mastery of course concepts is demonstrated to support survey findings and recommendations. Writing nearly flawless.

**A-/B+** Very good work. Provides insightful analysis and demonstrates critical thinking. Shows mastery of concepts that moves beyond that presented in lectures. Some integration of ideas across concepts. Clearly demonstrates ability to apply concepts to “real world” situations.

**B** Good work. Fulfills requirements of the assignment, accurately presents concepts in a manner similar to the text and lectures, and shows ability to apply those concepts. Recommendations flow accurately from analysis. Writing may have a few errors. (Experience shows this is the modal grade for assignments).

**B-/C+** OK work. Some use of course concepts, but use is incomplete or inconsistent. Doesn't clearly demonstrate strong mastery of concepts, and application of concepts is a bit shallow. Paper tends to be more descriptive than analytic. Writing has some noticeable flaws.

C Minimally acceptable work. Writing is largely descriptive. Superficial use of concepts. Does not fully follow instructions. Significant flaws in organization and writing. Meets minimal requirements for a passing grade.

C- and below. Seriously flawed product. Little or no use of course concepts, does not follow instructions. Writing may have significant flaws.

Technical information: Typed, double-spaced, on 8.5 by 11 inch paper with 1 inch margins on all sides. Font should be 12-point Times New Roman. References for the citations should be annotated using APA and be included at the end of your document. The paper will be no more than 10 pages, not including appendices, charts, etc. *Violations of these rules will lead to grade reduction.* It is also critical that the plagiarism rules at the end of this document are fully followed.

*Final Product:* Your final team project grade is comprised of 3 components: **final paper (30 points), in-class presentation (30 points), and peer evaluations (40 points)**. The paper is due on the day indicated below in the schedule at the beginning of class. Any paper submitted after the deadline will be penalized 25% of the grade for each day (24-hour period or fraction thereof) it is late. Presentation times will be randomly assigned to each group. Your presentation should cover each section from your final report and be 15-20 minutes in length.

When the team project is turned in, the team members will also submit a peer evaluation of the contribution of each team member to the product as a whole. Typically, team members receive the same grade on the final paper and in-class presentation; however, I reserve the right to alter the allocation of grades based on strong evidence of free-riding in groups. As we will discuss in class, this policy is based on a significant body of research on social loafing in task groups.

### **Class Participation**

A productive learning environment requires comparable contributions of time, effort, and energy from the students. The class participation grade is divided into two components: Your participation in in-class experiential exercises and your team members' assessment of your readiness and participation in team discussion and activities.

#### *Experiential Exercises (Carry note cards with you throughout the semester)*

The purpose of the experiential exercises is to have the student come to understand the material in the course on a personal level. The learning that comes from the experiential exercises will be highly individualistic; therefore, it is important for the student to actively participate in each exercise. Experiential exercises will be conducted throughout the course of the semester.

**Absolutely no make-up for missed exercises.** No requests will be entertained in this regard. Each exercise is worth 5 points and at the end of each exercise, I will ask you to turn in a note card with a short description of what you learned from the exercise and how it related to course topics. **We will complete 11 in-class exercises and you can drop your lowest/missed exercise.** You get one "free" card for a missed exercise. It is your responsibility to manage your time, schedule and obligations such that you can make it to class for these exercises. This includes absences related to interviews, any school club's activity, etc.

#### *Peer Evaluation*

This component will occur via team discussions of assigned readings and interactive activities. Your team members will rate your engagement in the discussions and activities based on your knowledge of the assigned readings and active participation (e.g., thoughtful questions, comments pertinent to the topic area).

Be prepared to:

1. Express your ideas and to evaluate recommendations that others provide.
2. Find relevant experiences (potentially from your job/company) to share with the team.
3. Actively participate during in-class group activities.
4. Take responsibility for your in-class performance...think critically...be creative.
5. 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.
6. Have fun.

One caution: While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and in some cases, hinder class development. Asking questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a correct answer. This also inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Indeed, debate is much appreciated and welcomed.

### **ATTENDANCE, PARTICIPATION AND PROFESSIONAL CONDUCT**

You are expected to (1) come to every class meeting and (2) be prepared to answer questions about the assigned material. In addition, you are expected to (3) conduct yourself in a professional, courteous manner during class. Use of electronics, text messaging, sleeping or anything unrelated to class activity will be considered unprofessional conduct. If you have to miss class, it will be your responsibility to get any material you miss from one of your classmates. I do not make my lecture notes available to students who miss class. There will be no make-ups for experiential exercises or any in class activities. No requests in this regard will be entertained.

IMPORTANT: This is a behavioral class. Even though it is a large section, we will have lots of discussion and interactions in class. If you are in class, you will be expected to be ready to participate. If you want to be a passive participant, this class is not for you. No electronic devices may be used without explicit permission from me. All note taking and reading in class will need to be on paper.

Special thanks to Dr. Janaki Gooty for use of her syllabus.

### **Academic Integrity**

As a student in this course, you are bound to abide by the Code of Student Academic Integrity. **The minimum penalty for violating the Code of Student Academic Integrity in this class would be an 'F' for the course.**

The following information is taken from the current UNC Charlotte catalog and is provided for your information:

#### **THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY**

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

- A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases the course grade is reduced to F.

### Belk College of Business Statement on Diversity

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.

### Belk College of Business Statement on Disability Accommodations

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

### Tentative\* Schedule

Tentative Dates		Topic	Readings
		Self-Directed Reading	Chapters 1 & 2
W	1/9	Course and Team Project Introduction	No readings
F	1/11	Personality & Emotions	Assigned readings from Canvas
M	1/14	Personality & Emotions (continued)	Assigned readings from Canvas
W	1/16	Attitudes: Job Satisfaction	Assigned readings from Canvas
F	1/18	Attitudes: Organizational Commitment Exam 1 Review	Assigned readings from Canvas
M	1/21	MARTIN LUTHER KING JR. DAY: NO CLASS	
W	1/23	Job Crafting Activity	Assigned readings from Canvas
F	1/25	<b>Exam 1</b>	Covers assigned readings from Canvas (does not cover the Job Crafting reading)
M	1/28	In-Class Team Projects: Problem Statements <b>*Problem Statement draft due at beginning of class (1 printed copy per team)</b>	See Team Project folder and corresponding module on Canvas
W	1/30	Motivating for Performance	Chapter 13
F	2/1	Motivating for Performance (continued)	Chapter 13
M	2/4	Self-Motivation	Assigned Readings from Canvas
W	2/6	CLASS CANCELED	
F	2/8	Managerial Decision Making	Chapter 3
M	2/11	Managerial Decision Making (continued) Exam 2 Review	Chapter 3
W	2/13	In-Class Team Projects: Devising Surveys <b>*Survey draft due at beginning of class (1 printed copy per team)</b>	See Team Project folder and corresponding module on Canvas
F	2/15	<b>Exam 2</b>	Covers chapters 3, 13, and assigned readings from Canvas
M	2/18	Human Resources Management	Chapter 10
W	2/20	Human Resources Management (continued)	Chapter 10
F	2/22	Human Resources Management Activity	No readings
M	2/25	Managing the Diverse Workforce	Chapter 11
W	2/27	Exam 3 Review <b>*Revised surveys due at beginning of class (1 printed copy per team)</b>	See Team Project folder and corresponding module on Canvas
F	3/1	CLASS CANCELED	
M	3/4	SPRING BREAK: NO CLASS	
W	3/6	SPRING BREAK: NO CLASS	

F	3/8	SPRING BREAK: NO CLASS	
M	3/11	<b>Exam 3</b>	Covers chapters 10 and 11
W	3/13	Power & Politics	Assigned readings from Canvas
F	3/15	Power & Politics Activity	No readings
M	3/18	Entrepreneurship	Chapter 7
W	3/20	Entrepreneurship (continued) Exam 4 Review	Chapter 7
F	3/22	In-Class Team Projects: Analyzing Interviews <b>*Survey Summary due at beginning of class (1 printed copy for each interview per team)</b>	See Team Project folder and corresponding module on Canvas
M	3/25	<b>Exam 4</b>	Covers chapter 7 & assigned readings from Canvas
W	3/27	Leadership	Chapter 12
F	3/29	Leadership (continued)	Chapter 12
M	4/1	Leadership Activity	
W	4/3	Creating & Leading Change	Chapter 18
F	4/5	Creating & Leading Change (continued) Exam 5 Review	Chapter 18
M	4/8	In-Class Team Projects: Developing a Model & Recommendations <b>*Project Model &amp; Recommendation Outline due at beginning of class (1 printed copy per team)</b>	See Team Project folder and corresponding module on Canvas
W	4/10	<b>Exam 5</b>	Covers chapters 12 and 18
F	4/12	Teamwork	Chapter 14
M	4/15	Teamwork (continued)	Chapter 14
W	4/17	Team Leadership Final Exam Review	Assigned readings on Canvas
F	4/19	SPRING WEEKEND: NO CLASS	
M	4/22	In-Class Project Presentations <b>*Final Report due at beginning of class (submit on Canvas – 1 copy per team)</b>	No readings
W	4/24	In-Class Project Presentations	No readings
F	4/26	In-Class Project Presentations	No readings
M	4/29	In-Class Project Presentations <b>*Peer Evaluations due by start of class (submit online)</b>	No readings
		<b>Final Exam</b>	Covers chapter 14 and assigned readings on Canvas

\*We will go faster or slower depending on how in-class activities progress. This is not a set schedule but just a road map.