

Instructor: Sal Mistry, Ph.D.
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Office Hours: M & W, 10-11am



ACADEMIC CALENDAR

June 2, Monday: First day of classes
June 3, Thursday: Last day to enroll, add courses, or drop courses without grade record
June 5, Wednesday: Last day to declare pass/fail, no credit or first-year repeated course

COURSE MEETING DAY, TIMES, AND LOCATION:

Monday – Friday (M, T, W, Th, & F) 11:00-12:50pm Maguire 353

REQUIRED TEXT AND MATERIALS

Colquitt, LePine, & Wesson: *Organizational Behavior: Improving Performance and Commitment in the Workplace* (4th edition), McGraw Hill, 2015. ISBN: 9780077862565.
Pertinent class information will be placed on the blackboard learning management system (<http://courses.smu.edu/>).

COURSE DESCRIPTION (3 CREDIT HOURS)

Being extraordinary requires more than having skills in finance, accounting, marketing, information technology, operations, and strategy. It requires the ability to influence and manage – not only yourself, but also others. As such, an understanding of the “soft” skills or the human side of management is an essential complement to the “hard” skills you are learning in other core business courses. Using evidenced-based management research (versus management fads), this course will provide concepts that have valuable practical applications not only in business organizations, but also other types of organizations, including athletic and non-profit, student teams, as well as social, religious, and political groups.

LEARNING OBJECTIVES & OUTCOMES

This course is an introduction to the basic concepts and topics in organizational behavior (OB) and management. At the conclusion of this course, students are expected to:

1. Have gained knowledge and skills needed to better understand and predict human behavior in organizations as well as how and why people are motivated within organizations.
2. Understand how organizations gain a competitive advantage through individuals.
3. Understand the advantages and disadvantages of utilizing teams within organizations
4. Understand the importance and impact of ethical and unethical behavior within organizations
5. Understand the behaviors and characteristics of effective leadership, including influencing when one doesn't have authority
6. Understand the role and influence of the organizational context
7. Provide students the knowledge to understand the basic functions of managers and skills needed to help create work environments that increase job performance and organizational commitment, while reducing withdrawal

CLASS FORMAT

Classes consist primarily of *interactive* lectures. In order to *maximize discussions*, it is important that you *bring your textbook to class and complete readings prior* to the date it will be covered in class. Student and guest presentations, short videos, and active learning experiences will also be included.

GIVING YOU FEEDBACK: GRADING

	<u>Points</u>	<u>Letter grades will be calculated as follows:</u>
Exam 1	250	930-1000 points = A*
Final Exam	250	900-929 points = A-
Discussion Starter	150	870-899 points = B+
Group case analysis	200	830-869 points = B
Participation	<u>150</u>	800-829 points = B-
Maximum Total	1,000	770-799 points = C+
		730-769 points = C
		700-729 points = C-
		670-699 points = D+
		630-669 points = D
		600-629 points = D-
		599 and below = F

* Indicates *exceptional* work

SEEKING MY ASSISTANCE AND COMMUNICATION

I am more than willing to meet with students to provide assistance with course material and/or other school and career related issues. **My sincere goal is to maximize the utility of this course and provide every opportunity for my students to be successful.**

Please email me (or talk to me before/after class) to arrange a time to meet. If you do contact me via e-mail, please include your first and last name, course number, and section number in the subject line. (Example: John Doe, MNO 3370, 01). If you follow these instructions, it will allow me to pinpoint student e-mails and make them my first priority. E-mails not appropriately identified may not be opened.

During any of our interactions, please refrain from *manipulating* the situation...which, as you will learn, is the lowest and least effective method of influence. In cases where I feel this influence tactic is being employed, I will make it a point to address it promptly.

On a related note, although I am here to help you, please do not wait until the day of the exam to ask questions about test materials. If you have a specific question or need general assistance, make sure that you discuss it with me (in person or via email) the day before the scheduled exam at the very latest. This rule is in place to ensure the fairness of exams. While I understand that preparing for an exam can be stressful (I've been there too!), I cannot compromise the integrity of the test by providing last-minute information to select students. Remember, keeping up with the material as we go through the semester is always the best strategy.

Email announcements Please check your email regularly. To streamline our method of keeping in touch outside of class, most class announcements will be made via email. I am committed to making this course a valuable learning experience for you.

Blackboard and lecture slides PDFs of class slides will be posted on the class Blackboard site before each day's lecture. You may access the blackboard via this web address:
<https://courses.smu.edu>.

GROUPS

You will form a two-person group **prior to the second day** of class. Each group will be responsible for completing one group-related assignment. Here's a link on identifying group members: <http://writing.colostate.edu/guides/page.cfm?pageid=860>. *NOTE: Prior to the second day of class, please email me the names of the students in your group and your preferred discussion starter topic. Please refer to "COURSE SCHEDULE" section to see a list of topics.*

ACADEMIC INTEGRITY

I expect you to adhere to the Cox Honor Code which can be found on the school's website: (<http://www.cox.smu.edu/intranet/grad/studentservices/community/honorcode>). It is my responsibility to encourage and maintain an atmosphere of academic honesty by making you aware of and the regulations defining it, and making sure you know the penalties for departing from it. I will do what is reasonably possible to assist you in avoiding the temptation to violate the honor code.

Plagiarism and other forms of cheating will NOT be tolerated. I have access to software (e.g. turnitin.com) that allows me to detect plagiarism, so please do not think that plagiarism cannot be detected. Swift action will be taken without exception to those violating these policies.

TARDINESS, ATTENDANCE, AND PARTICIPATION

Tardiness It is disruptive and disrespectful to the class when someone arrives late. So, please be considerate. I strongly encourage you to come to class on time, preferably a few minutes early to prepare. If you think you are going to be late, particularly if it is going to be a chronic problem (perhaps due to a previous class being across campus or your work schedule), then please speak with me about it.

CAPP (Class Attendance, Participation, and Professionalism) I believe that the best way to learn, especially about management and OB, is to actively participate in your education through lively discussions and experience sharing. Your constructive contributions to class discussions and your ability to listen to others are important elements of the class. In order to achieve this environment and to meet the learning goals, students are expected to participate in active discussion, debate, and problem solving. In this class, "participation" is defined as both the quantity and quality of contributions to class discussion and exercises. There are five prerequisites for successful participation:

- *Be here and on time* Simply put, if you're not here, you can't contribute to class discussion, which is an essential part of the learning experience for this course. Regular attendance is a part of your CAPP score. Students are expected to attend and to come on time to all classes in your assigned section. There will be a sign-in sheet that will be passed around at the beginning of each class. It is YOUR responsibility to make sure you have signed the attendance sheet. Also be aware that some of the material discussed in class will NOT be covered in your textbook, but will often find its way into the exams. If you need to miss class for a predictable reason (e.g., job interview, athletic competition), please notify me at least 24 hours in advance so that I can make arrangements for any in-class exercises and so that you can obtain the materials distributed during the class. I would also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. Of course, I realize that in some cases unforeseeable emergencies arise. Although I will not directly penalize you for non-attendance, be aware that multiple absences (i.e., typically more than two per semester) will indirectly hurt you by preventing you from participating in class, thereby lowering your participation grade.
- *Be prepared* To contribute to class discussion, you must come to class having carefully prepared all assignments (i.e., readings, cases, exercises). If you are unsure of the assignments for an upcoming class session, please ask me.
- *Be brave* If you are here and you are prepared, the next step is mustering up the courage to speak. Everyone in this class is smart, interesting, and has unique life experiences to share. You will get the most out of this course if you share your thoughts with one another. I expect each of you to participate fully in all class exercises and to voice your views in class discussions. I also expect you to ask questions about things that you don't understand. Although this can be intimidating, asking questions helps your classmates, as well as you, by moving the discussion forward in a new direction. If you feel

uncomfortable talking in class, please send me an email or set up an appointment to talk with me early in the semester. •

- *Be courteous* The fourth component of successful participation is treating your classmates in a respectful and professional manner. Listen carefully to the comments and questions that your classmates voice and remember to be open-minded to their ideas. For instance, phrases such as “that was a dumb idea,” rolling your eyes at others, and interrupting others are not conducive to a positive learning environment. You may learn something new from their perspectives, and you will be able to avoid simply repeating something that another classmate has said earlier in discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student; open debate often leads to the most thoughtful and informative class discussions. However, please voice your disagreement in a kind and considerate manner. I require that you extend these courtesies to each other. To help facilitate discussions, it is important that others in the class know your name. Therefore, students need to use name cards during every class. •
- *Be professional* Finally, as business majors you need to learn how to conduct yourself in a professional manner before you enter the working world. Arriving late to class, coming in and out of class, making unprofessional comments to other students and the instructor, and sending inappropriate emails are examples of behaviors that can result in the reduction of your CAPP score. All mobile communication and entertainment devices (e.g., cell phones, iPhones, Blackberries, Android devices, iPads, iPods, MP3 players, etc.) are to be turned off and kept off during class. The use of laptops is prohibited in class. Using these devices during class disrupts the learning environment and is distracting to those around you. Inappropriate use of these electronic devices will result in a severe reduction of your CAPP score. These guidelines are set forth in the Cox Charter for Community Conduct regarding use of electronic media:
 - Never send inappropriate content via e-mail.
 - Never surf the internet or engage in instant messaging, or similar activities, during class time.
 - Never interrupt or disrupt your fellow classmates, the professor, or a guest speaker by inappropriate use of your laptop computer.
 - Always turn off cell phones and pagers during class time and/or other Cox School of Business events and activities.

Finally, I will evaluate your class participation based on how often you come to class AND how much you participate when in class. ***All students will begin the semester with 105 points out of 150 (a C).*** If you regularly attend class and voluntarily participate in discussions, your score will increase. If you regularly attend class and only participate when prompted, your score will remain at 105. If you miss classes and/or never participate, your score will decrease. At the end of this syllabus is a rubric to provide more information as to what constitutes good participation.

EXAMINATIONS

The examinations will consist of True/False and multiple choice (approximately 65% multiple choice, 35% True/False). There will be questions that assess your knowledge of factual information and questions that assess your ability to apply relevant knowledge to a factual scenario. The testing domain includes all material covered in the course (textbook readings, lectures, exercises, videos, etc.), with material discussed during class *emphasized* and tested in greater depth. The examinations are not cumulative.

Unless there is prior approval from the instructor and a legitimate, documented reason for needing a make-up exam (e.g., illness, family emergency), examinations must be taken at the scheduled time. Failure to take an exam at the scheduled time will result in a grade of zero.

Grading appeals Within 5 calendar days of receiving your exam results, you may submit a written note to me describing the nature of the grading issue you are appealing. Demonstrate in writing how your exam response satisfies the requirements better than the given grade. Be sure to include references to readings and class notes in addition to subjective appeals. I will respond to you in writing with a decision.

DISCUSSION STARTER & GROUP CASE ANALYSIS

“Discussion Starters”: At the beginning of each class period, one person will be asked to provide a brief, 5-7 minute PowerPoint presentation with 4-6 slides that includes a title page (with your name listed). *In addition to selecting a group member by the second day of class, you will also let me know, by email, the topic (and day) you will present.*

Each presentation should briefly introduce the topic being discussed in the day’s class period as well as highlight a *current event* or *real-world example* of the topic. Real-world examples can include a team or a job to which you or a family member was or is a part. If you choose to use a current event, you must locate any **mainstream media** article **about an (i.e. one) organization** covering a **business problem**. Three stipulations include:

- (1) the article has to present a business problem (e.g., employees at XYZ company have poor job performance or that employees are dissatisfied with their jobs),
- (2) the article has to have an author (NOTE: the website “<http://hr.blr.com/>” or “www.shrm.com” CANNOT be used since their articles are press releases that do not list an author).
- (3) the article CANNOT have come from a blog.
- (4) the article CANNOT be an academic journal article.

Please ask me if you have any questions regarding whether a particular article will fulfill this course requirement.

Presentations should be designed to stimulate interest in the day’s lecture and generate discussion from your peers. *In addition to providing a brief oral presentation, you will be asked to provide a 2-3 page paper summarizing the current event or real-world example and relating them to the day’s topic.* Each paper will be due by **email** prior to the beginning of the class period in which you are presenting. An example can be found on Blackboard. I will use the following to evaluate your written *and* oral presentation of your discussion starter (please make this grading sheet the first page of the work you turn in):

Presentation Quality - Summarize Facts, Issues, Takeaways (34/100 points)

- Contains a title slide (your names)
- Overview, background, context, setting
- Defined relevant terms
- Three-to-four takeaways (please be clear – your class will be tested on these)

Other Presentation attributes (33/100 points)

- Arrived early to upload slides
- You introduced themselves to audience
- You presented an article/experience
- Relates to Topic
- Defined relevant terms
- Clear, concise, well-organized (i.e. a cohesive and integrated story)
- Source prominently listed (e.g. include Author Name, Year, Article Name, Publication, etc. - so anyone with internet access can easily find your source) after first slide?
- Convincing
- 4-6 slides

Organization & Writing Style (33/100 points)

- Summarize facts, issues, and takeaways
- This page included as the first page
- The article (if applicable, cut and pasted before summary of facts and issues)
- 2-3 pages that adheres to applicable format instructions in syllabus

- Well organized/structured
 - Tells cohesive and integrated story
 - Defined relevant terms?
 - Free of grammar mistakes
 - Easy to follow; enjoyable to read
 - Cited sources within text? (e.g. (Smith, 1994); (Smith & Joe, 2009); (Noe, Hollenbeck, Gerhart, & Wright, 2007)) .
- Raw Score*1.5 = ____/150**

“Case Analysis” You will be required to **analyze** and report on ONE **separate** case that involves OB issues. This analysis will be conducted in groups of two (worth 200 points). Your analysis should be written as if you are a consultant that has been hired to address the issues faced by the company discussed in the case. The group case analysis will receive one grade – that is, each group member will receive the same grade on the assignment. Each case analysis should be no more than four double-spaced pages. Provide a cover sheet (which does not count in the page limit) with your names and a title. In addition to the written report, you will also be asked to prepare and present a 5-7 page Power Point slide presentation that includes a title page (with each group members’ names listed) and lasts no more than 6-7 minutes. An example can be found on Blackboard. I will use the following to evaluate your written *and* oral presentation of your case analysis (please make this grading sheet the first page of the work you turn in):

Written Quality (80/100 points)

Summarize Facts and Issues (15 points)

- Business problem in one organization
- Overview, background, context, setting
- Defined relevant terms

Identify and Evaluate Problems (15 points)

- Demonstrate understanding of issues (i.e. what’s the business problem in this organization?)

Describe Key Action Steps (15 points)

- Detailed OB recommendations

Takeaways (15 points)

- Three-to-four takeaways (please be clear – your class will be tested on these)

Organization & Writing Style (20 points)

- This page and article included (i.e. cut and pasted before summary of facts and issues)
- Source prominently listed (e.g. Author Name, Year, Article Name, Publication, etc.) after Title Page
- Well organized/structured
 - Easy to follow; enjoyable to read
 - Quick summary of article (no more than ½ page)
 - Summary of your proposal (no more than ½ page)
- Free of grammar mistakes
- 4 pages, Double-spaced
- Submissions must be done via email.
- 12 pt. Times New Roman font
- 1 inch margins all around (i.e., top, bottom, left, right)
- Cited sources within text? (e.g. (Smith, 1994); (Smith & Joe, 2009); (Noe, Hollenbeck, Gerhart, & Wright, 2007))
- Defined relevant terms?

Presentation Quality (20/100 points)

- Group Member(s) uploaded presentation before class
- Group Members introduced themselves to audience
- Group Members’ names listed on the first slide
- Source prominently listed (e.g. include Author Name, Year, Article Name, Publication, etc. - so anyone with internet access can easily find your source) after first slide?
- Defined relevant terms?
- Clear, concise, well-organized
- Easy to follow; enjoyable to read
- Convincing
- 5-7 slides
- 6-7 minutes

Raw Score*2 = ____/200

To fulfill this requirement you and your team mate must locate any **mainstream media** article **about an (i.e. one) organization** covering a **business problem**. Three stipulations include:

- (1) the article has to present a business problem (e.g., employees at XYZ company have poor job performance or that employees are dissatisfied with their jobs),

- (2) the article has to have an author (NOTE: the website “<http://hr.blr.com/>” or “www.shrm.com” CANNOT be used since their articles are press releases that do not list an author).
- (3) the article CANNOT have come from a blog.
- (4) the article CANNOT be an academic journal article.

Please ask me if you have any questions regarding whether a particular article will fulfill this course requirement. Thereafter, you will need to *identify* and *analyze* the issue and present potential **OB-related recommendations or solutions** from what we learned (or will learn if we haven't covered the topic yet) in class.

FORMATTING GUIDELINES FOR WRITING ASSIGNMENTS

All writing assignments (i.e., case analyses and discussion starters) must adhere to the **following formatting guidelines**:

- All submissions must be done via *email*.
- 12 pt. Times New Roman font
- 1 inch margins all around (i.e., top, bottom, left, right)
- Double-spaced

WRITING RESOURCES

Writing is defined not only as surface features such as grammar, mechanics, format, and usage, but also includes the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. I have listed below some useful websites to assist you in improving your writing skills.

APA Guidelines: <https://library.tamu.edu/help/help-yourself/citing-sources/files/Using%20APA%20Format.pdf>.

“Writing in College: A Short Guide to Writing in College” by Joseph M. Williams and Lawrence McEnerney: <http://writing-program.uchicago.edu/resources/collegewriting/>

“General Writing Concerns” from Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu/handouts/general/index.html>.

“Guide to Grammar and Style” by Jack Lynch: <http://andromeda.rutgers.edu/~jlynch/Writing/index.html>

“English Works!” from Gallaudet University: <http://depts.gallaudet.edu/englishworks/grammar/proofread.html>

“11 Rules of Writing” is produced by Junket Studies Tutoring: <http://www.junketstudies.com/rulesofw/>

EXCUSED ABSENCES FOR UNIVERSITY EXTRACURRICULAR ACTIVITIES

Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is your responsibility to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish

eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4)

RELIGIOUS HOLIDAYS

Religiously observant students wishing to be absent on holidays that require missing class should notify me in writing at the beginning of the semester, and should discuss with me, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9)

MAKE-UP POLICY

Students missing an exam or in-class exercise will receive a zero for that portion of their grade. Only in the case of an extreme emergency will exceptions be considered. Work related absences, minor illnesses, exams in other classes, and pre-planned vacations are not considered an extreme emergency and do not warrant a make-up. You must notify the instructor (in-person, voicemail, or email) before the scheduled exam/in-class exercise of your situation.

LATE ASSIGNMENTS POLICY:

As in the business world, work must be received on time in order to receive full credit. If you are late on an assignment, your grade on that assignment will be **reduced by 25%** for each day it is late. You are always welcome to hand in an assignment before its due date if you know that you will be busy as the due date approaches. If you think that you will not be able to complete an assignment by the stated due date, please speak with me in advance to make alternative arrangements. My policy on late assignments will depend on the specific circumstances surrounding the problem, and thus may differ from student to student.

COURSE SCHEDULE†

<u>Dates</u>	<u>Topics, assignments, & exams</u>	<u>Discussion Starter</u>	<u>Assigned readings</u>
6/2	Course introduction.	NA	
6/3	What is OB? Evidenced-based (Groups formed & topic/day selected).	NA	Ch. 1
6/4	Job performance	-	Ch. 2
6/5	Organizational commitment	Reagan	Ch. 3
6/6	Job satisfaction	Brett	Ch. 4
6/9	Stress	Alexis	Ch. 5
6/10	Work motivation	Bonnie & Jonathan	Ch. 6
6/11	Trust, justice, and ethics	Kayla	Ch. 7
6/12	Catch-up & Review		
6/13	Exam 1 (Chapters 1-7)		
6/16	Learning and decision making	-	Ch. 8
6/17	Personality and cultural values	Charity	Ch. 9
6/18	Ability	Trent	Ch. 10
6/19	Team characteristics and diversity	Javi	Ch. 11
6/20	Team processes and communication	Gabby	Ch. 12
6/23	Leadership: power and negotiation	Chris	Ch. 13
6/24	Leadership styles and behaviors	Connor	Ch. 14
6/25	Organizational structure & culture	Nick	Ch. 15

6/26	Org. culture Dscssn Strtr.+ Review	<i>Jacob</i>	Ch. 16
6/27	Group case preparation day		
6/30	Group case presentations††		
7/1	Final Exam (Chapters 8-16)		
	Enjoy the rest of your summer break!		

† *Schedule is subject to change, as the instructor may determine more (or less) time is needed to cover certain topics.*

†† *Written portion due for everyone regardless of the day you present.*