

**Utah Valley University
Woodbury School of Business**

Syllabus

MGMT 3000 – Organizational Behavior

Semester: Spring 2019
Section: 001
Place/Time: TR 8:30-9:45am, LA 023
Professor: Gregory Smith
Office: WB 147c
Phone: 801-863-5387
Email: greg.smith@uvu.edu
Office Hrs: MWF 9:00-10:00am, TR 10:00-11:00am, Other times by appointment

Course Description:

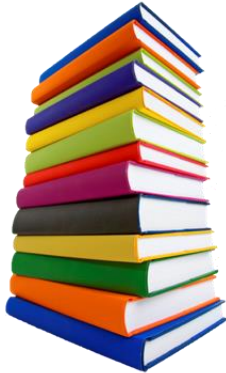
This course studies behavioral theories and concepts for creating effective organizations. Deals with knowledge of individual, group, and organizational processes and variables focusing on people's attitudes and behaviors in organizational settings. Presents topics on communication, leadership, motivation, conflict management, socialization, team building, decision-making, diversity, ethics, and culture. Includes lectures, case studies, oral presentations, written assignments, and group projects. Prerequisites: ENGL 1010 or ENGL 1060 or ENGL 106A.

Course Objectives:

Upon completion of this course, students should be able to:

- Describe what managers must do to manage individuals, groups and organizational systems.
- Define the field of organizational behavior and briefly discuss how diversity and national culture impact organizational behavior.
- Demonstrate both self-awareness and awareness of others on key interpersonal differences such as personality, attitudes, perception, attribution, needs and motives.
- Effectively utilize groups/teams as well as their own interpersonal skills.
- Articulate the value of human resources and the systems by which organizations attract, select, develop, evaluate, and compensate employees.
- Discuss the issues related to the effective management of organizational change.
- Analyze situations with ethical implications and apply ethical decision making principles.

Textbooks:



Required:

You DO NOT NEED to purchase a textbook for this class!

A free, Open Educational Resource (OER) text is used in this class and a link to it can be found below and in Canvas. I just saved you over \$200...I'm already providing value.

OER Text

Organizational Behavior

https://saylordotorg.github.io/text_organizational-behavior-v1.1/

While you do not have a textbook to purchase, you will need to individually purchase access to the Everest Simulation. Further details on how to do this will be provided in class. Any other materials for the class will be posted online by the instructor.

Attention Students with Disabilities:

If you have any disabilities, which may impair your ability to successfully complete this course, please contact the Accessibility Service Department. Academic Accommodations will be granted for all students who have qualified documented disabilities. Services are coordinated with the Accessibility Services Department.

Disability Statement

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

Students who believe s/he has been denied program access or otherwise discriminated against because of a disability is encouraged to initiate a grievance by contacting the Accessibility Services Director, Paola Morrison at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-5300.

An Important Caveat: *Circumstances may cause the scheduled activities and materials of this course to vary from that which is outlined herein. Should changes to the activities and requirements of this course become necessary, I will notify the class of any changes, and the details of this syllabus will be amended accordingly. This document and others that lay out how I believe the course will proceed are advisory only and do not constitute a contract. **It is the student's responsibility to:** read and study assigned material; watch for course announcements and emails in Canvas; and complete assignments on time.*

Student Responsibilities:

Prepare for class: Course activities and assignments will assume you have already read the assigned readings as scheduled. You should always read the chapter before taking quizzes and completing related assignments.

Schedule preparation time: You will be more successful in an online class when you arrange your time with scheduled class preparation time each week. This will allow sufficient time for reading the text, assimilating online materials, and completing assignments on time.

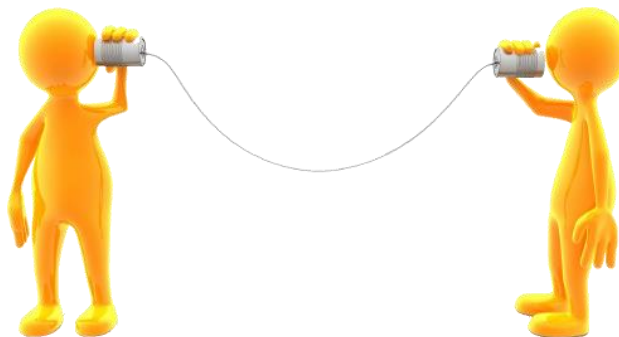
Three credit hour courses should take you approximately 9 hours per week throughout a semester as a rule. Some weeks may require more (e.g., when you have writing assignments) while some may require a little less. The key is scheduling consistent weekly course preparation time in an environment that is quiet and free from distraction.

In addition, this course adopts all of UVU's policies related to Student Conduct:

- Student Conduct: <http://www.uvu.edu/studentconduct/students/conduct.html>
- Academic Integrity: <http://www.uvu.edu/studentconduct/students/integrity.html>
- Sexual Misconduct: <http://www.uvu.edu/studentconduct/report/misconduct.html>
- Americans with Disabilities Act: <http://www.uvu.edu/asd/>

Communication:

You are always welcome to come to my office during office hours. I am often in my office at other times and you are free to come by anytime, but I can only commit to being here during office hours. If you don't want to come to my office you can email me. If you call or email during office hours I will attempt to answer the phone or respond to your email promptly.



At most times a timely response is considered 24 hours. While I often choose to work on the weekends, that is my choice and you should not expect an answer to communication over the weekend.

Grading Policy:

Grades will be calculated based on the number of points earned + extra credit points, divided by the total number of points available (extra credit excluded). Letter grade equivalents for the final grade will be roughly equivalent to the following scale:

A	=	Above 90%	Above 900 pts
B+	=	87.0-89.9%	870-899 pts
B	=	80.0-86.9%	800-869 pts
C+	=	78.0-79.9%	770-799 pts
C	=	70.0-77.9%	700-769 pts
D	=	60.0-69.9%	600-699 pts
E	=	Below 60%	Below 600 pts

The final grade distribution may be adjusted up or down so that the **final grade average for the class will be about a “B”**.

Woodbury School of Business Grading Policy:

Students must receive a grade of "C-" or above in School of Business classes to have the classes count toward their degrees. A student will be allowed to repeat a failed School of Business course twice. If the business course is not passed with a minimum grade of "C-" after the second retake ("C+" for Paralegal Studies majors), the student will be dropped from the School of Business program even if accepted into advanced standing (matriculated) previously.

Late Work:

Deadlines are a fact of life in business. Miss a deadline and you may not be able to recover – the opportunity may be lost, you may be fired. That being said, for most assignments, I will accept late submissions with a late penalty assessed. Penalties can be assessed to the following schedule:

Within the first week	--	10% penalty
1-2 weeks late	--	20% penalty
2+ weeks late	--	50% penalty



Late work for partial points is much better than no points at all. If you cannot meet a deadline, turn it in late. However, it is best to get it in on time. NOTE: Late work will not be accepted after the last day of class, as published by the University.

Assessment List:

<u>Assignment</u>	<u>Type</u>	<u>Points</u>
<u>Individual Components:</u>		
Chapter Quizzes	Canvas	150
Exams (3x150pts, drop 1 if all three taken)	Canvas	300
Recent Development Assignment (4x40pts, drop 1)	Canvas	120
Reflective Essays (4x20pts – 1 dropped)	Canvas	60
Self-Assessments	Canvas	50
Extra Credit/SRI (two max)	Canvas	10 ea.
<u>Team Components:</u>		
Everest Participation	Class/Canvas	50
Presentation	In-Class	100
Team Report	Class/Canvas	100
Project Proposal	Canvas	5
1 st Draft Tutoring	Writing Lab	15
2 nd Draft Tutoring	Writing Lab	25
Peer Assessment	Canvas	25
TOTAL		1,000

Attendance:

A great deal of your learning will occur in class and with your team. You will miss ideas, concepts, and our community learning every time you are absent, and we will miss you and your contribution. You are expected to actively participate in in-class discussions, exercises, and on the team exercises and projects, and to speak up and share your thoughts and ideas.



Distracting behavior, such as completing assignments for other classes, talking while others are speaking, playing games or surfing through websites and email on your laptop, text messaging on your cell phone, or other means of disrupting the class are not acceptable. If you are using your laptop for other activities during class, you will be considered absent in my eyes, and it may affect your final grade. Cell phones, beepers, or other communication devices should be turned off during class. If you plan to use a laptop in class, please set it to an appropriate mode.

General Assignment Information:

Please check with Canvas for the latest up-to-date list of assignments and gradebook. Assignments are subject to change periodically, so check Canvas on a regular basis.

Should there be any discrepancy between this document and the information found in Canvas, the information posted in Canvas shall take precedence, and will be deemed to be correct. Unless specifically stated differently by me, all assignments must be submitted in Canvas.

I will only accept submissions in Word (doc/docx), Adobe Acrobat (pdf), or Excel (xls/xlsx) format only – no exceptions. If you use Apple, Google, WordPerfect or any other formats as your personal default, you are responsible for converting your assignment before submission. I strongly suggest using PDF format for all submissions. Formatting can be altered, when submitting in other formats.

Assignments submitted on-time but requiring resubmission due to format issues will be considered late work (see above for late penalties).

Since I might not review the assignment submitted for a week or two, you may be hit with a significant penalty that is not entirely your fault. I understand that however, you have been warned.

Individual Assignments:

Quizzes. Quizzes are available in Canvas throughout the semester. These are not surprise or “pop” quizzes so you can see when they will be given by looking at the schedule. Here is a summary of information regarding quizzes:

1. There are no late quizzes allowed.
2. Quizzes cannot be made up.
3. Each quiz is worth 10pts.
4. All quizzes are open-book.
5. There will be no time limit.
6. Quizzes are specific to each chapter.

The purpose of the quiz is to give you additional motivation to read the text and be prepared for discussion in class. Generally, quizzes must be completed **before** you come to the class assigned to that chapter/discussion.



Chapter quizzes account for 15% of your total overall grade.



Reflective Essays. Each topic we cover has specific, practical applications to your life and career. You will write a number of reflective essays including your assessment of how you can use the knowledge from the material to make yourself a better person, employee and manager. Each post will be graded from a range of minimal reflection and personal application to outstanding introspection and clear applicability to your life. Minimum acceptable length is to be 2-3 full pages. Reflective essay papers will account for 20 pts each. The lowest score will be dropped. Total available = 60pts.

Topics for Reflective Essays are:

- Career Goals & Objectives
- Groups, Teams and/or Everest
- Attitudes, Emotions, Moods, Personality or Values
- Motivation, Decision-making, Communication, Leadership, Power & Politics

Self-Assessments. In the course you will complete a number of self-assessments. These are designed to give you a better sense of the concepts and perhaps more importantly, a better knowledge of yourself on key aspects of personality, traits and attitudes that influence behavior on the job. Details about these self-assessments will be provided during the semester. The assessments and write-ups comprise 5% of your final grade.



In Canvas, you will find details on where to find and complete the required assessments. Once you have completed the 4 assessments, you are tasked to write a 2-3 page summary of your findings and what you learned.

The address for the self-assessments is:

http://media.pearsoncmg.com/ph/bp/bp_robbins_sal3v4/index.html

Recent Development Assignments: Over the course of the semester, students will be required to complete four of these opinion papers. These papers will be based on an article relevant to our class from the academic and popular press; such as journals, magazines (limited) and newspapers (very limited). Examples include:

Harvard Business Review

The Economist

US News & World Report (Business Section)

Academy of Management Journal

Strategic Management Journal

Journal of Marketing

Journal of International Business Studies

Journal of International Management

Entrepreneurship Theory and Practice

Wall Street Journal

Barron's

Forbes (long articles only)

Journal of International Marketing

Journal of Consumer Research

Journal of Marketing Research

Journal of Corporate Finance

The papers should be at least 2-3 double-spaced typed pages in length. For all assignments, specific guidelines, available on Canvas, should be strictly followed.

The intent of these assignments is to help students get into the habit of remaining up-to-date on current events in the world of business. Student should locate an article, read it, and then write the two-page opinion essay. I am looking for a short summary of the article's main points (no more than half a page) however, the majority of the paper should be dedicated to your thoughts and opinions on the information in the article. I want to know:

- your thoughts,
- what you agree/disagree with and why,
- and what you believe its impact may/may not be.



I REPEAT....These are not intended to be book reports! You should read the article, very briefly summarize the main point(s) of the article, and the majority of the paper should be your opinion about the article's topic, AND HOW IT RELATES TO CONCEPTS DISCUSSED IN THE CLASS.

If the paper turned in does not meet the minimum criteria for grading as outlined above, I will send it back to the student with the comment... REDO/RESUBMIT. The main reason why students are asked to redo these assignments is because they turned it into a book report and included very little to no personal opinion or linkages to class content. Please cite the original article at the end of your essay. You may cite additional references in these papers at the end of the document, if you wish.

There are 4 RD assignments in the semester; each is worth 40pts. The lowest score will be dropped. Total available = 120pts.

Tests and Final Exam. You will have three tests that will account for a combined 30 percent of your overall course grade. The detailed formats of the tests will be provided as the semester progresses. A review guide will be provided for each test. Make-up exams will only be allowed for unusual, emergency situations of which I must be notified prior to the exam dates.

At the end of the semester, if you have taken all three tests, the lowest grade will be dropped. If you have skipped a test(s), you will be given a -0- for the missed test(s) and the combined average of all three tests will be used.

Extra Credit. You can earn 10 points of extra credit (1% of final grade) for completing your course evaluation at the end of the semester. Be sure to submit your submission confirmation receipt on Canvas. Other Extra Credit opportunities may be presented in class or on Canvas.

Everest Simulation & Participation. Students will have the opportunity to participate in the climbing Everest simulation to learn about management and team participation techniques. This is a group grade modified by individual participation feedback. Included in the participatory grade will be a peer assessment of meeting communication expectations. The Simulation is worth 5% of your overall course grade.



Team Project. The goal of this project is to create a better understanding of (1) how to be an effective team member, and (2) how to create and manage an effective, high-performance team. It will become evident that managing team projects is quite different than managing individual projects. Student teams, generally consisting of three-five members, will be assigned early in the semester. Your team project will account for 30% of your overall course grade. A separate handout with details will be distributed and discussed in class.

The Business School requires each team to meet with the business writing tutors at least twice during the semester. The tutors will be grading your preparation, content and attendance on those visits. The final written report is worth 100pts.

The presentation is worth 100pts and further instructions will be given in class during the semester. To encourage all team members to work hard in the project, there will be a Peer Appraisal turned in at the end of the project. Students will rate each other on effort, content and on being a good teammate.

Working in Teams:

I strongly recommend that as soon as you meet your team, you set up a meeting schedule where you meet for at least an hour or two every week (two meetings per week is preferred and then you can decide to cancel the second meeting sometimes if you don't need it).

In these meetings, you should discuss key issues so that team members agree on analysis, conclusions and recommendations. You should also coordinate tasks and due dates to get the team project done during the course. Avoid actually working on the project (writing reports, creating exhibits for the report, etc.) until you have accomplished these other tasks. Significant work by individual team members and sub-teams within the team will definitely be needed in between team meetings to complete the project on time and produce excellent work.

Effective Team Project Planning

Remember, that effective team members make themselves available to meet with the team, attend team meetings on time, actively participate in team discussions and planning, and accept and complete team assignments on time and with competence.

If you cannot effectively contribute to a team during this semester, you should not take this class. During the semester and at the end of the semester, there will be opportunities for you to give me feedback about your teammates and for them to give me feedback about you. As long as you do your best to contribute to your team, this feedback should be positive overall and it won't harm your final grade in the course. However, your teammates might rate you poorly if you do any of the following:

- miss or arrive late to team meetings on a regular basis
- don't talk/contribute in team meetings
- cause unnecessary disruption and conflict in team meetings
- don't accept or complete assignments
- don't communicate with team members
- don't respond to team communications in a timely manner
- produce low quality work that exhibits lack of effort
- skip team presentations or show up late to those presentations



Team Presentations

You will have the opportunity to give a team presentation. Every person on the team must participate in the presentation. This will give you each practice for real-world presentations that happen regularly in most every business environment.

Grading. Your presentation is worth 100 points.

Time Limit. The time limit on your presentation is 12 minutes and the dress is business professional. Further instruction on presenting will be given in class.



Technology in the Classroom:

The use of a computing device is permitted in the classroom, but only for class-related learning (e.g., taking notes, looking up class-related questions, in-class assignments, etc.). The use of mobile phones is not permitted in class.

Some students believe they are not hurting others in the class by violating this policy, but research has shown that using laptops for non-class activities affects the learning of other students close to the laptop. In one study, researchers compared this effect to second-hand smoke.

While no points are granted for following this policy, failure to follow this policy will result in a lower grade, even if the lowering of the grade results in failing the class. Note that it is usually quite obvious when a student is using his or laptop for non-class activities, even when their screen is not visible to the teacher.



Written Assignment Grading Rubric & Tips:

Content counts. Say what you need to say. Use shorter sentences and paragraphs than you might in an English paper. I will grade the content of your message.

Formatting counts. Business papers should not look like English, History or Political Science papers. It should be easy to navigate the paper and see the topic/content of each section or paragraph (table of contents, executive summary, headings, sub-headings, bullet points, lists, etc.) A portion of each paper's grade will be dedicated to navigational ease, organization and format.

Graphics count. Business reports should always include graphical elements (charts, tables, pictures, graphs, etc.) to illustrate points and convey information. Points will be awarded for effective use of graphics in every paper.

References count. You should properly reference every paper that you submit in an academic setting. The business school mandates APA format. I strongly suggest making sure that you appropriately reference your papers. The aim is to make the source findable, I am not going to grade whether you put a comma or bracket in the right order of a reference.

Professionalism counts. The finished product should be professional; this is branding **YOU**. Written team reports should have a professional binding/cover. Presentations should use well-designed visuals (PowerPoint, Prezi, etc.). Every submission grade will have an element of professionalism.

Written/Report Grading Rubric

Graded by:

Graded for:

	20	16	12	8	0
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task (e.g., task aligns with audience, purpose/context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience, purpose & context).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
Content Development	30 Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding.	24 Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	18 Uses appropriate and relevant content to develop and explore ideas through most of the work.	12 Uses appropriate and relevant content to develop simple ideas in some parts of the work.	0
Formatting & Graphics	20 Demonstrates detailed attention to organization, content, presentation, use of charts/graphs, formatting, and stylistic choices	16 Demonstrates consistency of organization, content, presentation, use of charts/graphs, and stylistic choices	12 Basic organization, content, and presentation	8 Attempts to use a consistent system for basic organization and presentation.	0
Sources and Evidence	10 Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	8 Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	6 Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	4 Demonstrates an attempt to use sources to support ideas in the writing.	0
Control of Language, Syntax and Mechanics	20 Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	16 Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	12 Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	8 Uses language that sometimes impedes meaning because of errors in usage.	0
Total Score	Comments:				

Academic Ethics and Honesty:

In keeping with UVU policy, evidence of academic dishonesty will result in a failing grade in the course and disciplinary review by the college. Examples of academic dishonesty include plagiarizing, sharing information during an exam, discussing an exam with another student who has not taken the exam, commercial or fraudulent use of college computer accounts or the departmental computer labs, consulting reference material during an exam, and submitting a written assignment which was authored by someone other than yourself. This is not intended as an exhaustive list; additional information on this topic is published in the student handbook and is available through the UVU's Ombudsman office.



Each student is expected to maintain academic ethics and honesty in all forms including but not limited to cheating, plagiarism and fabrication as defined hereafter:

1. **Cheating** is the act of using or attempting to use or provide others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to passing accepting credit for group work where you were not a full and equal participant.
2. **Plagiarism** is the act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product or your own work in any academic exercise of study.
3. **Fabrication** is the use of invented information or the falsification of research or other findings. This includes the use of statistics, data, information, etc. that is false, misleading, made up, and/or not correctly documented.

Organizational Behavior						
Spring 2019						
MGMT 3000-001						
Week	Dates		Topic	Readings & Text Chapter	Group Projects	Quiz & Tests
Written Assignments						
1	8-Jan	T	Welcome, Course Organization & Syllabus			
	10-Jan	Th	Teams, Project & Presentations			
	13-Jan	Su	RD Assignment Due			RD1
2	15-Jan	T	Chapter 1 -- Org Behavior Intro	1		Quiz1
	17-Jan	Th	Ch1 - Part II			
	18-Jan	F			Buy Everest Access	
	20-Jan	Su	Reflective Essay Due			RefEssay 1
3	22-Jan	T	Chapter 9 - Foundations of Group Behavior	9		Quiz9
	24-Jan	Th	Chapter 9 - Understanding Teams			
	27-Jan	Su			Project Proposal	
4	29-Jan	T	Everest Intro & Simulation I		Everest Intro/Sim	
	31-Jan	Th	Everest Sim II		Everest Sim	
	3-Feb	Su	RD Assignment Due			RD2
5	5-Feb	T	Everest Discussion		Everest Discuss	
	7-Feb	Th	Chapter 2: Diversity	2		Quiz2
	10-Feb	Su	Reflective Essay Due			Ref Essay2
6	12-Feb	T	Chap 4: Attitudes & Job Satisfaction	4		Quiz4
	14-Feb	Th	Chap 4: Attitudes & Job Satisfaction II & Review			
	17-Feb	Su				
7	19-Feb	T	Exam 1			Test 1
	21-Feb	Th	Chap 7: Emotions/Moods I	7		Quiz7
	24-Feb	Su	Self-Assessment Due			Self-Assessment
8	26-Feb	T	Chap 3: Personality & Values I	3		Quiz3
	28-Feb	Th	Chap 3: Personality & Values II			
	3-Mar	Su	RD Assignment Due			RD3
9	5-Mar	T	Chap 11: Perception & Decision Making	11		Quiz11
	7-Mar	Th	Chap 5: Motivation I	5		Quiz5
	10-Mar	Su				
10	12-Mar	T	Chap 6: Motivation II & Test Review	6		Quiz6
	14-Mar	Th	Exam 2			Test 2
	17-Mar	Su	Reflective Essay Due			RefEssay 3
11	19-Mar	T	No Class: Spring Break			
	21-Mar	Th	No Class: Spring Break			
12	26-Mar	T	Chap 11: Communication	8		Quiz 8
	28-Mar	Th	Communication II & Exercise			
	29-Mar	F			Tutor: 1st Draft	
	31-Mar	Su	RD Assignment Due			RD4
13	2-Apr	T	Chapter 12: Leadership	12		Quiz12
	4-Apr	Th	Ch 12: Leadership II			
	7-Apr	Su	Reflective Essay Due			RefEssay4
14	9-Apr	T	Chap 13: Power & Politics	13		Quiz13
	11-Apr	Th	Chapter 14: Conflict & Negotiation	10		Quiz 10
	12-Apr	F			Tutor: Final Draft	
	14-Apr	Su				
15	16-Apr	T	Group Presentations (6,8,5)		All Teams	
	18-Apr	Th	Group Presentations (2,12,3)		All Teams	
	21-Apr	Su	Extra Credit SRI			Extra Credit SRI
16	23-Apr	T	Group Presentations (9,11,10)		All Teams	
	25-Apr	Th	Group Presentations (1,7,4)		All Teams	Team Appraisals
	26-Apr	F	No Class - Reading Day			
	30-Apr	T	Final Exam (In class 7:00am-9:00am)			Final