Syllabus: Organizational Behavior
MGMT 315.101
Spring 2014

Monday, Wednesday, Friday 8:40 to 10:50
BE 0005

CONTACT INFORMATION

Professor Laci Rogers Lyons, Ph.D.
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Email: LMRogers@USI.edu  Website: http://business.usi.edu/lmrogers/
Office Hours: Tuesdays 3:00 to 6:00 and by appointment; MWF 11:00 to 12:00 until Feb. 28

COURSE MATERIALS


➢ Lecture slides and other materials available on Blackboard course site

COURSE DESCRIPTION

MNGT 315: Organizational Behavior (3) A study of behavior of individuals and groups within organizations and of the organization itself. Intended to develop in managers a greater awareness of the problems and opportunities in managing human resource in organizations. Specific emphasis is placed on the development of managerial skills.
Prereq: MNGT 201 or 305.

COLLEGE OF BUSINESS SKILL DEVELOPMENT

As a part of the College’s strategic planning process, learning goals/educational objectives have been identified (see http://www.usi.edu/business/strategic/learning.aspx). This course will help to develop students’ critical thinking skills, analytical problem-solving skills, and ability to work effectively in teams.
ASSURANCE OF LEARNING

Each program at the Romain College of Business has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. It is expected that students majoring in business will be able to demonstrate competency in terms of these objectives through performance on a standardized test (Major Field Test) as well as through embedded measures throughout the curriculum.

The specific goals and objectives for MNGT 315 include the following:

Goal: Demonstrate competency in and across business disciplines.
   Objective: Demonstrate knowledge and understanding of organizational behavior.
   Objective: Demonstrate proficiency in linking theories of organizational behavior with a full range of managerial implications.

Goal: Be challenged to make managerial decisions and develop appreciation for potential outcomes of those decisions.
   Objective: Create a fictional business and then guide the development of that business through a series of managerial decision points.

Goal: Possess effective communication skills.
   Objective: Write business documents clearly, concisely, and analytically.
   Objective: Be comfortable speaking to large and small groups.

By the end of this course, students should be better able to …

- Understand what organizational behavior is and why it is important
- Understand theories about how managers should behave to motivate and control employees
- Define organizational culture and explain how managers create culture
- Discuss why it is important for managers to behave ethically
- Understand the steps managers can take to effectively manage diversity
- Understand the nature of managerial decision making
- Describe the types of organizational structures managers can design, and explain why they choose one structure over another
- Explain what leadership is and what makes for an effective leader
- Explain why groups and teams are key contributors to organizational effectiveness
- Understand conflict management strategies that managers can use to resolve organizational conflict effectively

I hope that by the end of this course you will understand the intricacies of organizational behavior and that you will have gone beyond just memorizing facts. This will enable you to better understand current events in management and the business world and will provide a solid framework for your subsequent business courses.
ACADEMIC RESPONSIBILITIES
Truth and honesty are necessary to a university community. Each student is expected to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report violations of the expectations of academic honesty. USI policies and regulations governing the conduct of students and the procedures for handling violations of these policies and regulations are found in the USI Bulletin and on the Dean of Students' website (http://www.usi.edu/deanofstudents/academic-dishonesty-policy-and-procedures).

AMERICANS WITH DISABILITIES ACT
Students with disabilities needing academic accommodation should register with the Office of Disability Resources (ODR). Students who have an accommodation letter from ODR should meet with me during the first week of class. Meetings may be scheduled in person, by phone, or via video conference. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation.

For more information about services available to USI students with disabilities, contact the USI Office of Disability Resources by phone, 812-464-1961, or in person, Orr Center Room 095. Students may also consult the ODR website: http://www.usi.edu/disabilities

ACCESSING THE COURSE WEBSITE
Many important materials for this course will be distributed via the University of Southern Indiana’s Blackboard course management system. You should create a shortcut (link or favorite) in your browser that will take you directly to the Blackboard login site: http://bb.usi.edu

Then,
1. Log in using your myUSI Portal user name and password.
2. In the “My Courses” box, choose MNGT 315 for the current term.
3. Review all the course content that is available through the Bb course site.

Note that you must be registered for this course to be allowed access to the course materials. Also note that it may take 24-48 hours for Blackboard to be updated with the latest enrollment data from the Registrar’s Office. Therefore, if you have just added the course and are denied access, try again in 24-48 hours.

HELP RESOURCES
The University of Southern Indiana, not the Romain College of Business, supports the Blackboard system. If you need help using Blackboard, you may:
1. Use the tutorials on the Information Technology webpage at http://www.usi.edu/it/students
2. Contact the USI Computing Help Desk at 812-465-1080, or in person at Forum Wing (FA) 41, or go to their Webpage at http://www.usi.edu/it/help-desk
EMAIL AND COURSE ANNOUNCEMENTS
All email contact will take place through the university email system using your myUSI email account. Students are expected to have an up-to-date myUSI account and to regularly check their email accounts. If you’re experiencing issues with your myUSI account, you may view myUSI FAQ (http://media.myusi.org/myusifaq/).

Updates for this course may be delivered to your student email account or posted in the announcement section of Bb. Every effort is made to keep the class informed on an ongoing basis, so check the course site frequently to see if there are any current announcements!

Get in the habit of visiting the course site and checking your e-mail daily!

EMAIL ETIQUETTE
Many students have made bad impressions, and some have even lost job offers, because of their lack of good email etiquette. Therefore, you should get in the habit of using professional email etiquette. I (Dr. Rogers) personally handle all of the administrative matters for this course. If you need to contact me, please use the following etiquette:

1. **Always use the email tool embedded within the Bb course site. I WILL NOT RESPOND to class e-mails sent outside of this system.** This isn’t to be a pain. Rather, use of the Bb email tool ensures that all emails begin with the course number in the subject line. Thus, student emails more readily stand out among the high volume of correspondence that I receive each day.

2. Please keep the correspondence professional. Start the e-mail with a salutation, such as “Dear Professor” or “Dear Dr. Rogers”. Emails without proper salutations may not be answered, and “Yo”, or “Hey Laci”, or just “Rogers” is unprofessional and is not acceptable.

3. Keep the body of your message short. For example, “I do not understand how to submit the assignment that is due tomorrow. Can you please help me with this?” The body should be no more than one paragraph. I do not need a lengthy explanation of the situation. Simply state what you need, and a short version of the facts. If additional details are needed, I will ask for them.

4. A closing, such as “Thanks, your favorite student, Charles.” Be sure to include your full name (and myUSI ID) somewhere, if you don’t use it in the closing.

5. You may also include your phone number as part of your request for more in-depth assistance.
CLASS PROCEDURES

Students are expected to read all assigned materials as the basis of learning in this course. Assigned homework, quizzes, and group activities are designed to reinforce students’ understanding of the academic content. Additional instruction, such as discussion topics, current events, and videos may be used to bridge the academic content with practitioner realities. Assignments related to Building a Business are intended to link the divergent chapter-based concepts in a way that demonstrates the breadth, depth, and intricacies of managerial decision making.

The academic material for this class has been divided into chapter-based learning units. This structure makes your individual study and preparation extremely important. The assigned material will focus on the major points introduced in the text. Reading the assigned chapters will greatly improve your understanding of the content. While reading, you should take notes. In preparation for exams, you should study your notes and complete the discussion questions from the end of chapter.

For each chapter, I recommend that students follow this flow of information:
1. Read the chapter prior to class
2. Read any supplementary readings that have been assigned
3. Actively listen during lecture time and ask questions
4. Work with your team to complete assignments

For exam preparation, I recommend that students:
1. Read all chapters in the Unit and take notes
2. Refresh on the material using the posted PowerPoint presentations
3. Complete all the end-of-chapter discussion questions for review
4. Test yourself
   a. Open your text to the list of learning objectives at the beginning of the chapter.
   b. For each learning objective, attempt to write out complete answers from memory (without notes!).
   c. Compare your answers with your study materials.
   d. Continue studying sections in which you are not fully prepared.
   e. Rinse and repeat until you truly know the material. (Please don’t actually rinse your computer!!)
5. Arrive in class on exam day rested and ready to excel

ATTENDANCE
Students are expected to attend class regularly and actively participate. In the event that absence is necessary, it is your responsibility to contact a classmate about any missed assignments or information.

There are only 2 exams in this course. Students must be present to take each exam. Students who miss the exam period, regardless of cause, will receive a zero. Students who have an academic, athletic, or professional conflict may arrange to take an exam early. This arrangement must be properly documented and occur a minimum of 2 weeks prior to the scheduled exam.
GRADING/EVALUATION

Students will be able to access their overall course grades and individual assignments and exams grades through the Blackboard Grade Book.

Exams
- Students will record 4 exam scores during the semester, each covering 3 chapters.
- Exams will be based on the text AND assigned supplemental materials, and are designed to measure understanding of the course material.

Research Project
- Students will work in teams to conduct a research project.
- Complete instructions will be available on the course Bb site.

Participation
- Students will frequently engage in individual and team activities which will be graded only for participation.
- Quizzes of assigned content and requests to present analysis/findings may come without notice.
- Participation points are designed to reward students who are consistently prepared & engaged.
- Students who miss class, regardless of cause, will receive a 0 on any missed participation activities or quizzes.

Points Possible
- The instructor reserves the right to issue assignments and quizzes throughout the semester without notice. This may result in an alteration of the total points possible for the course.
- The instructor reserves the right to assign additional work and/or make students exempt from assignments on an individual basis. This may result in an alteration of the total points possible for the course for one or more students differentially from the rest of the class.

ESTIMATED points possible:
- Exams: 200 each 400
- Research Project 150
- Participation / In-class 50
- Approximate Points Possible 600
Final Course Grades
Final course grades will be based on the following numeric scale indicating the minimum percentage of points possible needed to achieve each letter grade:

<table>
<thead>
<tr>
<th>Minimum Percentage of Points Possible</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0</td>
<td>A</td>
</tr>
<tr>
<td>87.0</td>
<td>B+</td>
</tr>
<tr>
<td>80.0</td>
<td>B</td>
</tr>
<tr>
<td>77.0</td>
<td>C+</td>
</tr>
<tr>
<td>70.0</td>
<td>C</td>
</tr>
<tr>
<td>67.0</td>
<td>D+</td>
</tr>
<tr>
<td>60.0</td>
<td>D</td>
</tr>
</tbody>
</table>

Please note that I do not round final course scores. Therefore, a 79.999 will not be rounded upward and will not be assigned a grade of B.

GRADE ISSUES

Students are responsible for ensuring that grades appearing (or not appearing) in the Bb Grade Center are accurate and up-to-date.

Students are allowed to appeal scores received for all assignments to Dr. Rogers. However, the original appeal of a score must be made within two weeks (14 days) of the date that scores are posted to the class webpage; because of the need to submit grades, appeals for the final exam must be made within 2 days. An appeal initiated after that time will not be considered. Students who fail to notice & report grade inconsistencies within this window will have no recourse.

Please note that the instructor reserves the right to lower a score, or even assign a score of zero, if the initial grading is perceived as overly generous.
# Tentative Course Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Day Class</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/13</td>
<td>1</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>W 1/15</td>
<td>1</td>
<td>Ch. 1--OB: Overview</td>
<td>Teams &amp; Topics</td>
</tr>
<tr>
<td>F 1/17</td>
<td>2</td>
<td>Ch. 2--Perform &amp; Commit</td>
<td></td>
</tr>
<tr>
<td>M 1/20</td>
<td>3</td>
<td>MLK Jr. Day--No Classes</td>
<td></td>
</tr>
<tr>
<td>W 1/22</td>
<td>4</td>
<td>Special Topic</td>
<td>Interview Protocol &amp; Hypotheses</td>
</tr>
<tr>
<td>F 1/24</td>
<td>5</td>
<td>Ch. 3--Satisfaction</td>
<td></td>
</tr>
<tr>
<td>M 1/27</td>
<td>6</td>
<td>Ch. 4--Stress</td>
<td></td>
</tr>
<tr>
<td>W 1/29</td>
<td>7</td>
<td>Ch. 5--Motivation</td>
<td></td>
</tr>
<tr>
<td>F 1/31</td>
<td>8</td>
<td>Project Day</td>
<td>Group Work Day</td>
</tr>
<tr>
<td>M 2/3</td>
<td>9</td>
<td>1-5</td>
<td>Exam 1</td>
</tr>
<tr>
<td>W 2/5</td>
<td>10</td>
<td>Special Topic</td>
<td></td>
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<tr>
<td>F 2/7</td>
<td>11</td>
<td>Special Topic</td>
<td>Preliminary Summary Due</td>
</tr>
<tr>
<td>M 2/10</td>
<td>12</td>
<td>Ch. 8--Personality, Culture</td>
<td>Survey Items &amp; Reliability</td>
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<tr>
<td>W 2/12</td>
<td>13</td>
<td>Ch. 9--Teams</td>
<td></td>
</tr>
<tr>
<td>F 2/14</td>
<td>14</td>
<td>Ch. 10--Leadership</td>
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<tr>
<td>M 2/17</td>
<td>15</td>
<td>Project Day</td>
<td>Correlations, CIs, &amp; Significance</td>
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<tr>
<td>W 2/19</td>
<td>16</td>
<td>Ch. 11--Structure</td>
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<tr>
<td>F 2/21</td>
<td>17</td>
<td>Project Day</td>
<td>Presentation Prep</td>
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<tr>
<td>M 2/24</td>
<td>18</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>W 2/26</td>
<td>19</td>
<td>Ch. 12--Culture</td>
<td></td>
</tr>
<tr>
<td>F 2/28</td>
<td>20</td>
<td>8-12</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

Revised January 11, 2014