

**MANAGEMENT**  
**22-Mgmt-380-001 Fall Quarter 2009**

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**Time & Place:** MW 12:00-1:45 pm; 111 Lindner

**Office hours:** Wednesday 2:00-3:00 pm, or by appointment

In this course, students will learn and apply the principles of organizational behavior. We will examine a number of theories and concepts, and explore how these relate to problems and issues confronting managers today. Class sessions will consist of lecture, exercises, self-assessments, and other activities designed to help students learn relevant organizational behavior theories as well as develop vital managerial skills. The course is divided into three modules that examine the varied and interwoven levels of management: individuals, groups and organizations. Each module will culminate with a project that requires the application of materials from that module. By the end of the course, you will be able to:

1. Articulate the key theories and ideas associated with organizational behavior;
2. Identify and describe appropriate related behaviors for managers; and
3. Assess and develop these behaviors in yourself, your teams and their firms.

**Course Methods and Format:**

I will use a variety of activities in class, including lectures, class discussions, interactive exercises, team activities, etc. Preparation and participation are two keys to success in this class. Prior to each class session, there will generally be a reading assignment, along with some required pre-class preparation. In class, we will engage in a number of learning activities throughout the quarter, requiring your full involvement. I will work to make the class interactive, but that will work only when you are prepared and involved on a regular and on-going basis.

**Text**

S.P. Robbins & T.A. Judge, 2008, *Organizational Behavior*, Pearson Prentice Hall.

Additional reading assignments/handouts may be given throughout the quarter, and you will be responsible for those as well.

**Blackboard:**

A course website has been set up in Blackboard (<http://blackboard.uc.edu>). Blackboard will serve as a means for making lecture notes and course materials available, and to make announcements and post changes to the class, as necessary. It is important to check Blackboard!! I also will often email you through Bb. If you do not receive my email, your email address registered with Bb is not working and you need to fix it.

**Teaching/Course Philosophy:**

My role is to facilitate your learning. It is my responsibility to provide you with resources and to assist you in gaining new perspectives and knowledge, but ultimately it is your duty to *learn*. To this end, I suggest that you come to every class prepared (have completed all readings and outside assignments; have printed off the day's PP slides posted on Blackboard) and willing to contribute to our class learning environment and to your personal development.

**Grading Components:**

Contribution	50
Quizzes (five @ 10 pts./mini-quiz)	50
Exams (3 @ 100 points each)	300
Analysis & Development Projects (2 @ 50 points each)	100
TOTAL	500 points

**Grading Scale –**

94% = A	84% = B	74% = C	Below 60% = F
90% = A-	80% = B-	70% = C-	
87% = B+	77% = C+	60% = D	

**NOTE: Final grades will be based strictly on your point total. Grading is a very slippery slope. For the sake of fairness, no “rounding up” will occur. Please plan/prepare accordingly.**

**Grading Components:****1. Contribution.**

You are expected to be prompt and regularly attend class sessions, as class contribution is a major component in this course. In particular, I pay attention to: (a) Attendance: Attendance will be recorded randomly. Students with significant absences (3 or more) may be administratively dropped from the class. Excessive tardiness or early departures will be treated as absences. (b) Preparedness: You must read all assignments and complete all assignments prior to coming to class. (c) Involvement in class discussions (quantity), (d) relevance of comments (quality). If you know that you will miss more than three classes, you should take this course in another quarter. Each absence is worth -3 points. (b), (c) and (d) accounts for 20 contribution points.

**2. Quizzes.**

Six mini-quizzes will be given as an “incentive” to prepare you for class and to keep you on top of the reading. A quiz will test the content to be discussed on the day the quiz is scheduled. The format will be true/false and multiple choice (10 questions in total). All mini-quizzes will be given online. You will have 24 hours time window to access the quiz and 45 minutes to work on it once you logged into the quiz. Your lowest mini-quiz score will be dropped from your overall grade. (In other words, your mini-quiz grade will be based on your five best mini-quizzes out of six mini-quizzes given.) If you cannot take a mini-quiz for personal reasons within the 24-hour time window, this is the mini-quiz score that will be dropped. I strongly suggest that you read the textbook and then take the quizzes individually before you come to class.

**3. Exams.**

Three exams will be given, covering the relevant book chapters as well as class lectures/discussions. Make-up exams will be given only under extreme circumstances, and only if arrangements have been made in advance. Make-up exams will be considerably more difficult. Under all other circumstances, not taking an exam on the scheduled date/time will result in a score of zero for that exam.

**4. Analysis & Development Projects.**

To integrate and apply course concepts covered in each module, you will complete three projects. For each, you will (a) analyze yourself/a team/an organization by applying course materials; then (b) examine ways in which you might use your knowledge to further develop yourself/the team/the organization.

- Personal Analysis & Development:** see attachment Assignment 1
- Organization Analysis & Development:** see attachment Assignment 2

**Opportunities for Providing Feedback**

I am very interested in receiving your feedback on how the course is going. There will be two opportunities to offer anonymous feedback. The first will be approximately midway through the quarter, when I will ask you to provide feedback on specific aspects of the course. Using your feedback, I will make every effort to modify the class to better meet your needs, although I cannot promise to implement every change that is suggested. The second will occur at the end of the quarter, using the college’s feedback forms.

**Course Policies**

1. Extra Credit. No extra credit assignments or projects will be given under any circumstances in this course.
2. Withdrawal/Drop. According to University policy, you must drop the course by the date stated by the UC Registrar in order for it to not to appear on your academic record.
3. Canceled Classes. If the University cancels classes on a regularly scheduled class day, any assignments will be due on the next regularly scheduled class.
4. Incomplete. Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received.
5. Late/Make-up Work. Any work that is turned in late will automatically lose 5% per day, starting at the time at which it was due. Make-up or extra credit work will not be given in order to raise students' grades, so please give each assignment your full effort the first time around.
6. Grade Appeals. If you have a concern about a grade that you receive in this class you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.
7. Academic Dishonesty. Academic dishonesty as defined by University policy (e.g., plagiarizing, cheating, etc.), will not be tolerated in any form. As with all College of Business activities, this course will uphold the College's high standards for ethics and professionalism. Our Values Statement specifies: "***All College of Business interactions will be characterized by mutual respect and integrity, and driven by a shared desire for excellence.***" These values are detailed in the Student Code of Conduct ([http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)). Any violation, including academic misconduct, will be subject to the college review process, and could result in dismissal from the program.
8. Special needs policy. If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that might influence your performance in this course, you should meet with me at the beginning of the course (first week) to arrange for reasonable provisions to ensure an equitable opportunity to meet all of the requirements of this course. At the discretion of the instructor, some accommodations might require prior approval by Disability Services.
9. The instructor reserves the right to change this syllabus as necessary and at any time. Any changes to this syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. All students will be held responsible for completion of all course components. Check the mgmt 380 web site on blackboard periodically for updates and information.

Date	Preliminary Course Schedule	Assignment
W 9/23	<b>Introduction to Organizational Behavior and the Course</b> <i>Key Concepts:</i> organizational behavior, what managers do, dependent/independent variables, levels of analysis,	Ch. 1
<b>Module 1: Individual Level</b>		
M 9/28	<b>Personality &amp; Values</b> <i>Key Concepts:</i> personality, Myers-Briggs, Big 5 Model, locus of control, type A/B; values, terminal and instrumental values, person-job and person-organization fit	Ch. 4 <b>Quiz 1 before class</b>
W 9/30 ☺	Assessment Day It's time to take the self assessments to be used in Module 1 report. Use at least the 5 required assessments. They are Big 5 (p.1-2), Myers-Briggs (p. 3-7), Self Monitoring (p. 32), Locus of Control (p. 33), and Emotional Intelligence (p. 26-27).	Self Assessments
M 10/5	<b>Individual Differences, Perception</b> <i>Key Concepts:</i> ability, biographical characteristics, perception, biases and errors	Ch. 2 (p. 42-54) Ch. 5 (p. 136-146) <b>Quiz 2 before class</b>
W 10/7	<b>Motivation</b> <i>Key Concepts:</i> Maslow's need theory, McGregor's X & Y; equity and organizational justice; expectancy theory; goal setting; intrinsic/extrinsic rewards; learning theory	Ch.2, Pg.54-65 Chs. 6 & 7 <b>Quiz 3 before class</b>
M 10/12	<b>Attitudes and Emotions</b> <i>Key Concepts:</i> ABC model of attitudes, job satisfaction, and other attitudes, Role of emotions at work, emotional labor, emotional intelligence	Chs. 3 & 8
W 10/14	<b>Exam 1 Individual level</b>	<b>EXAM</b>
<b>Module 2: Group Level</b>		
M 10/19	<b>Group Behavior &amp; Teams</b> <i>Key Concepts:</i> group types, properties, group decision making; dysfunctional group dynamics; group development	Chs. 9 & 10 <b>Assignment 1 due</b>
W 10/21	<b>Communication</b> <i>Key Concepts:</i> communication process; downward, upward, lateral; oral, written, nonverbal; formal/informal networks; electronic means; channel richness; barriers	Ch. 11
M 10/26	<b>Leadership</b> <i>Key Concepts:</i> leadership, trait and behavioral theories, contingency theories, Leader-member exchange model, leader-participation model	Ch. 12
W 10/28	<b>More leadership</b> <i>Key Concepts:</i> Charismatic leadership; transformational, transactional and authentic leaders, trust and leadership, Collins and level 5 leaders	Ch. 13 <b>Quiz 4 before class</b>

<b>M 11/2</b>	<b>Power and Politics</b> <i>Key Concepts:</i> power, politics and leadership; dependency; sources of power; political tactics; <b>Exam Review</b>	Ch. 14 <b>Quiz 5 before class</b>
<b>W 11/4</b>	<b>Exam 2 Group level</b>	<b>EXAM</b>
<b>Module 3: Organizational Level</b>		
<b>M 11/9</b>	<b>Organizational Structure</b> <i>Key Concepts:</i> differentiation and integration; job and team design; bureaucracy, elements of structure; contingency theory; virtual and boundaryless organizations	Ch.16
<b>W 11/11</b> ☺	<b>Veteran's Day, No Class</b>	
<b>M 11/16</b>	<b>Organizational Culture</b> <i>Key Concepts:</i> organizational culture; thick characteristics; functional/dysfunctional effects; creating, sustaining and transmitting; ethical, positive and spiritual cultures	Ch. 17
<b>W 11/18</b>	<b>Human Resource Management &amp; Organizational Change</b> <i>Key Concepts:</i> HR management, strategies and EEO; recruitment/selection; training/development; performance evaluation; pay and rewards; labor relations; Forces for change, resistance to change; managing organizational change (Lewin, Kotter); learning organization;	Ch. 18 & 19 <b>Quiz 6 before class</b>
<b>M 11/23</b> ☺	Flex Day: Groupwork on Assignment 2	<b>Assignment 2 slides Due</b>
<b>W 11/25</b>	<b>Presentation Day</b>	
<b>M 11/30</b>	<b>Exam 3 Organizational Level</b>	<b>EXAM</b>

# Assignment 1

## Management 380 Module 1: Personal Analysis and Development

During this first module, we have focused on ways in which individuals differ, the nature of motivation, and their combined impact (e.g., on job satisfaction, organizational commitment, performance). This self-reflection paper provides the opportunity to apply studied concepts and theories to analyze yourself and to foster your own personal development.

You are to write a brief paper *integrating* your responses to the areas noted below. Be conscious of thoughtful, professional writing. Do not just number the questions and respond, but offer a cohesive self-reflection. As support, I suggest the following guidelines:

- In the opening paragraph, tell the reader what you are going to do in this paper. Set the stage.
- In the body, develop your responses to the questions posed. Integrate *specific examples* from your own experiences and apply *terms/concepts from the class/text (as appropriate)*.
- Use subheadings to group related ideas together and make it easier for the reader to understand your points. Use paragraphs to break up long blocks of text.
- In the closing paragraph, summarize what you've learned from your reflection.
- Note: If you use any citations from the book, or from your class notes, be sure to acknowledge them – to not cite is plagiarism. For class notes use (Li, date of class, class notes).

### ***Personal Analysis:***

#### ***\* Self-Assessment – Who am I?***

Complete at least five self-assessments provided on Bb: Big 5 (p.1-2), Myers-Briggs (p. 3-7), Self Monitoring (p. 32), Locus of Control (p. 33), and Emotional Intelligence (p. 26-27). Which tests resonated most with you or left you with lingering questions? How did you score on the assessments? Most importantly, what did you learn about yourself from taking the tests? For example, you might address some of the following: Did any results surprise you? What do they imply about you and your career? Did they tell you something you didn't know, i.e. about how you interact with others, work through problems, make decisions, etc.?

#### ***\* Incident Analysis – What motivates me?***

Think of an incident (a time, event, situation in your life) when you were particularly motivated. Then, apply one of the following theories to analyze that incident: equity, expectancy, goal-setting, or reinforcement/learning theory. *Describe the incident. Use one of the theories to analyze your motivation. Be sure to use all components of the chosen theory in your analysis.*

### ***Personal Development:***

Based on your analyses, how might you better manage yourself (for job satisfaction, organizational commitment and/or high performance)? In what types of work tasks, situations, and settings, might you thrive? Did your analyses illuminate any weaknesses that you should/could work on improving? What personal strengths or motivating drivers do you need to leverage and how?

## **DO NOT JUST NUMBER THE QUESTIONS AND RESPOND**

**Grading Criteria:** See the next page

**Format requirements:** 2 pages max, single-spaced, one-inch margin on four sides, Times New Roman, 12 point font, name on the upper left corner of the first page. A fancy cover is unnecessary. Format will be graded.

**Submission:** Papers must be submitted as printed copy at the beginning of the class period shown on the course schedule.

**Assignment 1 Grading Sheet: Management 380-Module 1  
Personal Analysis and Development**

<b>GRADING CRITERIA</b>	<b>Possible Points</b>	<b>Your Points</b>
<b>Personal Reflection:</b> Shows evidence of personal reflection on the topics required; goes beyond what was said in class and the text to really consider the topic; offers interesting and original ideas about self and own views.	<b>10</b>	
<b>Application of Course Material:</b> Goes beyond just using course terminology to apply the materials and demonstrate knowledge and understanding; <u>goes beyond “common sense” application</u> to demonstrate deeper understanding of course materials.	<b>20</b>	
<b>Extension to Workplace:</b> Goes beyond the generic situation to offer examples of how these insights can be used for personal development and career choices; demonstrates specific connections and application to the workplace.	<b>15</b>	
<b>Presentation Quality:</b> Presents ideas in a professional and pleasing manner; paper is free from typos and grammatical problems, and is well-organized.	<b>5</b>	
<b>TOTAL POINTS</b>	<b>50</b>	

## Assignment 2 (Group Presentation)

### Mgmt 380 Module 3: Organizational Analysis and Development

To apply and integrate concepts covered in module 3, you will complete a group project (teams of 7-8). Together you will analyze an organization that one or more of your members has extensive access to study. Analyze ONE organizational element – structure, culture, or HRM practices. This means you need to be organized, concise and practiced. You will be evaluated on content and presentation quality. The recommended outline is provided below.

- a. **Introduction – The Organization:** Very briefly introduce the firm. Set the context by sharing a few key characteristics that you feel are important for the audience to know (e.g., what business/industry is it in, how large in terms of employees/revenue, public/private, etc.). All introductions should include a statement on what you believe “*matters most*” to the firm – what is the firm’s competitive advantage/its strategic focus/core emphasis.
- b. **Organizational Analysis – Structure, Culture or HRM:** Describe the organizational element you analyzed. First state how this element is connected to the firm’s competitive advantage/strategy/core (i.e., how critical is the element and why?). Describe its central features and their purpose and effectiveness. Stay focused. Select a few features that you determine are most important to that element and its impact on the firm’s performance; and/or what features are the most impressive or problematic. Below are some suggestions, depending on what you analyze.

***Organizational Structure:***

- How would you characterize the firm’s structure (organic/mechanistic/mix)?
- How are activities and jobs grouped? What type of structure is employed (functional, divisional, matrix, product, market, etc.)?
- How are authority and decision-making responsibilities allocated? How centralized/decentralized is the organization (hierarchy, span of control, tall/flat, etc.)?
- How are the activities of different groups (divisions, departments, individuals) coordinated? Are teams or other integrating mechanisms used?

***Organizational Culture:***

- What appear to be organizational members’ shared norms and values?
- How thick/thin is the culture? How widely do members share these norms and values?
- Culture is to organizations what personality is to individuals. How would you characterize the organization’s culture and the identity it offers employees?
- How does the company transmit its culture? For example, is it modeled by top management, communicated in myths, taught through socialization of new employees?

***Human Resource Management (HRM) System:***

- How does the company hire new people? How does it determine staffing needs and identify potential new hires? How does it evaluate applicants (hiring criteria)?
- How does the company manage training? How does it determine training needs? How are training programs designed (in-house) or selected (if done outside the firm)?
- How does the firm manage individual performance? How are goals set for individuals? How is individual performance evaluated? Do people have annual reviews/feedback?
- How does the firm recognize performance? Are rewards tailored to employee differences?

- c. **Organizational Development:** What changes/managerial efforts would most enhance this organizational element? Explain why each proposed change would improve firm performance and/or better support the firm’s strategy or competitive advantage. If the structure/culture/HRM system is excellent, address whether/how it can remain so in the face of external and internal changes (e.g., if the firm faces any threats that could require change, how will it continuously improve?).

**Grading Criteria:** see the last page

**Format & Submission Requirements:** Each group’s presentation should use PowerPoint with the group name and all group members’ names on the first slide. Your presentation should be 7 minutes long maximum. The slides should be submitted to the Digital Dropbox on Bb before 11:59 pm on **Nov. 23, 2009**.

## Mgmt 380 Group Assignment Peer Review Sheet

Your Name:

Group Name:

**Directions:**

Including yourself, rate each individual on their contribution towards group assignment. You have 10 points for each person on your team, so if your team contains 7 people, then you have a total of 70 points to allocate; if your team contains 8 people, then you have 80 points to allocate. You must allocate all the points. If you think each person contributed equally towards completing the project, then you should allocate 10 points to each person (including yourself). If you feel that one person did more work than everyone else, then you can allocate that person more than 10 points, and everyone else less than 10 points. Please list your team members, including yourself, and the number of points you want to allocate to each individual. Don't forget to give yourself points. Please note that this form is used only for measuring group members' contribution relative to each other. Your actual grade for Assignment 2 is going to be on a 50-point scale. This form will be kept confidential to your group members.

Provide a brief justification for your allocation only if you awarded less than 8 points to one person, or more than 12 points to one person. For example, if you allocated one person only 5 points because he/she missed half the group meetings, then state that. If you allocated one person 13 points because he/she executed the majority of the research or diagrams themselves, then state that.

Name	Points	Justification
Total		

If you have any other comments on group participation and contributions, praises for your team members or problems with your group, please explain them using the space below.

**Assignment 2 Grading Sheet: Management 380-Module 3  
Organizational Analysis and Development**

<b>GRADING CRITERIA</b>	<b>Possible Points</b>	<b>Your Points</b>
<b>Application of Course Material:</b> Shows evidence of understanding structure/HRM/culture concepts and theories; goes beyond just using course terminology to apply the materials and demonstrate knowledge and deep understanding of course materials.	<b>10</b>	
<b>Proposed Development:</b> Demonstrates thoughtful use of analytical insights to guide managerial decision making; proposes management efforts that are clear, concise, and justified; demonstrates understanding of how management concepts and theories can be used to improve organizations.	<b>15</b>	
<b>Integration:</b> <u>Analysis and development portions are linked with convincing logic and reasoning,</u> recommendations are tied to description and analysis in a way that makes sense and shows connection and overall understanding; overall presentation is cohesive and makes sense as a complete package.	<b>20</b>	
<b>Presentation Quality:</b> Professional presentation; slides/presentation materials are free from typos and grammatical problems, and are well-organized; presentation is well-rehearsed and conforms to requirements (7 minutes max); group “sells” audience on analysis of situation and recommendations for improvement.	<b>5</b>	
<b>TOTAL POINTS</b>	<b>50</b>	