MANAGEMENT 336



FALL 2010

Professor Mary B. Dunn, Ph.D.

Office GSB 4.126D

Office Hours Wednesday ,1-2:30 p.m. and by appointment (email to schedule)

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Course Web Page via Blackboard

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Course Objectives

This upper division course in Organizational Behavior is designed to enhance your understanding of human behavior in organizations and increase your effectiveness as a professional and leader. We will move quickly and survey essential theories and frameworks for analyzing, understanding, and managing human behavior in organizations. We will emphasize the key themes of ethics and leadership across the topics that we study.

Understanding organizational behavior may never have been more important than it is now. Over the past several years, dramatic changes have taken place in organizations. The business and popular press continually report that organizations are becoming flatter, more diverse, more global, more flexible, and more temporary. Organizations have to cope with and respond to the crises that have plagued the financial markets. There is also a heightened emphasis on ethical behavior in organizations across industries. To succeed in this new environment, aspiring professionals need to be able to learn, adapt and work with and through other people to accomplish their objectives. Aspiring professionals also need to develop skills to lead others to accomplish their organization's objectives in an ethical manner.

This course emphasizes the application of theories and concepts to concrete organizations and situations. We will study cases of organizations and employees to help you develop analytical skills. We will use critical reflection as a way for you to improve your thinking about your own work experiences and to help you create strategies for improving your performance as well as the performance of your groups and organizations.

My specific goals are to help you:

- 1. Improve your ability to work with and through other people
- 2. Improve your ability to work effectively with people who have different values, backgrounds or areas of expertise
- 3. Improve your ability to lead others to succeed
- 4. Develop critical analytical skills that will help you diagnose problems in organizations, assess strengths and weaknesses, and generate effective solutions to problems

Teaching Philosophy

My goal is to create a high-quality learning environment where students actively participate and engage with course material. While I provide the structure and guide the content for this course, students are responsible for learning through their thorough preparation and active participation in class, integration of course concepts to cases and personal experiences, and reflection on experiences outside of class. I combine formal lectures, group discussions, case studies and inclass exercises to provide multiple opportunities for learning. I also provide multiple opportunities for students to demonstrate their learning.

Required Materials

- 1. Robbins, S.P., Judge, T.A. 2010. *Essentials of organizational behavior*. 10th Edition. Upper Saddle River, NJ: Prentice Hall. ["R & J"]
- 2. Packet of cases available for purchase at JENNS- on 21st Street and Guadalupe ["Packet"].
- 3. Articles and assignments on Blackboard ["Blackboard"]

Course Requirements and Grading

Your grade in the course will be determined as follows:

Percentage 20%*

Class Participation and Attendance

(*up to 5 unannounced quizzes on assigned readings. 1% each. No make-up quizzes are allowed.)

Exam 1	15%

Exam 2 15%

Reflection Papers (10% each) 20%

Final Group Project and Presentation

30%

Final Paper and Executive Summary- 15% Presentation- 10%

- - 1070

Team Participation Score* - 5%

(*I assign based on team members' evaluations)

<u> 100%</u>

Your grade for the course will be calculated using the weightings for each assignment above and the scale below. Please note, I do not round up.

A = 93.0% - 100%	C = 73.0% - 76.9%
A- = 90.0% - 92.9%	C- = 70.0% - 72.9%
B+ = 87.0% - 89.9%	D+ = 67.0% - 69.9%
B = 83.0% - 86.9%	D = 63.0% - 66.9%
B- = 80.0% - 82.9%	D- = 60.0% - 62.9%
C+ = 77.0% - 79.9%	F = 59.9% and below

Note: Like all of your other business school courses, this is a rigorous class. You should expect to work hard. In order to attain an "A" grade, you must demonstrate insight and creativity that goes over and above the stated requirements. "A" grades are reserved for truly exceptional contributions.

Description of Requirements

Class Participation and Attendance

Participation in class activities and discussions is essential for this course. I expect you to actively engage in all exercises, listen attentively and come to class on time. I award participation credit for participating in class activities as well as discussions.

Outstanding students display mastery of the readings and cases, provide original, analytic insight into the problems under discussion, and demonstrate that they can build upon the contributions of others. Specific information on ratings is included on the last page of this syllabus. To determine your final participation grade I will consider the following sources:

- 1. My assessment of your participation based on my records from class discussion and your participation in activities described above (~75%).
- 2. Your peers' assessment of your participation in class based on a survey at the end of the semester (~25%).
- 3. Your own (honest and accurate) assessment of your performance in class (I will use this information at my discretion).

You will achieve the highest quality of class participation when you come to class <u>prepared</u>. As an additional incentive, your class may have up to 5 unannounced quizzes (1% each) on the reading assignment for the day. If we have all 5 quizzes, class participation is worth 15% and quizzes worth 5%. If we have no quizzes, class participation is worth 20%.

Exams

There will be two exams for this course. You can expect these exams to be challenging and fair. The tests will have mixed formats. I will give you detailed information before each of them. Tests may include true/false, multiple choice, short answer, and essay type questions. Each test will assess your understanding of the concepts and theories we study in class and examine your ability to apply these insights to situations. For instance, I may ask you to read a short scenario and answer a series of questions that link specific course concepts to the case presented. The first exam will cover all of the cases, articles and topics in Chapters 1, 2, 3, 4, 5, 6, 7, 8 & 9 in R&J. The second exam will include all of the material we've covered after the first exam

Reflection Papers

Individually, you will write two 3-4 page papers (double spaced, 1 inch margins) that demonstrate how a theory or concept from this course informs your understanding of a situation you have faced at work (past or present), and how the theory could help you increase your effectiveness. Each paper will (1) *briefly* describe the situation, (2) analyze the situation using relevant OB theory, (3) propose alternative solutions for increased effectiveness should you relive the situation, and (4) discuss any potential ethical implications of these recommendations.

In both papers, your writing should be clear, concise, and free of grammatical errors. Each paper is worth 10% of your course grade and is due *at the start of class* on the due date. I cannot accept late papers unless there is a verifiable emergency.

Group Project- Analyzing Organizational Behavior in a Real Organization

This project represents a major portion of your course grade and the largest collaborative learning exercise of the semester. In addition to providing an opportunity to learn about effective organizational behavior, this project gives students the chance to practice effective teamwork skills. Please see the detailed information about the assignment and specific expectations for the process, write-up and presentations.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas BBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but the class as a whole.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Laptops are closed and put away. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Please keep the laptops closed.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting or class. Not only is it disruptive in this setting, but it also cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need or other emergency) please inform me prior to class.

Academic honesty is expected at all times. All aspects of UT's policy apply:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

This course follows UT's guidelines for accommodating students with disabilities:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY

Students' requests for privacy will be respected in this course as per UT's policy:

Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: