

MGMT 310 Syllabus
ORGANIZATIONAL BEHAVIOR
Spring Semester, 2007

Class number: 61118
Class time: Mon Wed, 2:30 pm – 3:45 pm
Classroom: 127 Summerfield
Professor: Feirong Yuan, Ph.D.
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Office hour: Wednesday 4-5pm or by appointment
Class website: Go to Blackboard

Prerequisites

PSYC 104, and one course in the social science, society and culture (SC) principle course area.

Course Materials

1. Text (required):
George, J.M., & Jones, G.R. *Understanding and Managing Organizational Behavior*, 4th Ed. Pearson-Prentice Hall, 2005.
2. Group cases will be distributed in class.
3. Supplementary materials will be provided during the semester.

Course Objectives

Knowledge about how people behave in organizations and why they behave in different ways is essential both for efficient management and for an enjoyable work life. This course is designed to introduce you to this important knowledge. Specifically, this course has two major objectives – understanding and managing organizational behavior.

Understanding Organizational Behavior

The first objective is to provide you with a general understanding of how people behave in organizations and what causes them to behave the way they do. In the end of the course, you will be able to *understand* and *describe* a variety of behavioral phenomena in organizations including issues related to individual behaviors (e.g., personality differences, motivation), interpersonal processes (e.g., conflict, communication, group dynamics), and how organization context (e.g., culture, structure) influences people's behaviors. A set of activities such as on-line reading consideration questions, in-class discussions, experiential exercises, and individual assignments are designed to help you develop such an understanding. Understanding is power. Understanding organizational behavior serves as the first step to effective management.

Managing Organizational Behavior

The second objective of the course is to provide opportunities for you to apply the knowledge of organizational behavior to real situations. This is the part to put “understanding” into action. In the end of the course, you will be able to *analyze* various real world situations by *applying* the behavioral knowledge from this class and to *create* action plans to improve the situation. You will develop these abilities through activities such as in-class case discussion and group case analysis.

Grading Policy

On-line Reading Consideration Questions	100 points
Class Participation	30 points
Individual Assignments	50 points
Written Group Case Analysis Report	90 points
Presentation of Group Case Analysis	30 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Total	600 points

I will use the following tentative assignment for final grades. I reserve the right to curve the class grades, if deemed necessary. The exercise of this right will be limited to such cases that are consistent with the interests of students.

Points earned/600 total	Points Range	Grade
93% and above	558 - 600	A (4.0)
90% and above	540 - 557	A- (3.7)
87% and above	522 - 539	B+ (3.3)
83% and above	498 - 521	B (3.0)
80% and above	480 - 497	B- (2.7)
77% and above	462 - 479	C+ (2.3)
73% and above	438 - 461	C (2.0)
70% and above	420 - 437	C- (1.7)
67% and above	402 - 419	D+ (1.3)
63% and above	378 - 401	D (1.0)
60% and above	360 - 377	D- (0.7)
Less than 60%	359 and below	F (0.0)

Grading appeals:

Within 7 days of the date you receive your exam score, submit a written note to the instructor 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. Include references to readings and class notes where appropriate. Within 7 days of receiving a written appeal, I will respond to you in writing with a decision. I will not entertain grade appeals after

submitting final grades. Grade changes based on computational errors will be entertained anytime.

Important Note:

Do not wait until the end of the semester to see me regarding problems with the course material or your performance (**it will be too late to address deficiencies at the end of the semester**). Please contact me early for an appointment. If you are aware that you must achieve a particular grade in this course, please see me during the first week of the course. This will allow me to help you to achieve your goal. There is nothing that either of us can do at the end of the course.

On-line Reading Consideration Questions

Your learning experience in this class starts with understanding assigned readings before class. This is an important first-step that provides the basis for you to learn from class discussions and exercises. I have prepared on-line reading consideration questions to help you master the assigned reading. You are advised to **read the assigned materials first** and then go on line to assess your level of understanding by answering these reading consideration questions. Mastering assigned readings BEFORE the corresponding class will be worth 5 points out of your 600 points total. Mastering readings after the particular class but before the corresponding exam will be worth half the points (i.e., 2.5 points for one set of questions). Twenty sets of reading questions add up to 100 points out of the 600 total.

Reading consideration questions are posted (about a week in advance) on EDU website for each class date with reading assignments. Please refer to course schedule for reading assignment for each class date. As the course proceeds, I may assign you some additional readings such as mini-cases or short articles. In these cases, I will inform you in class in advance.

You can find reading consideration questions by registering and signing in to the following web site: <http://edu.brownstone.net/edu/classes/ob61118/>

Class Participation

Class experiences are extremely important to your learning in this course. I've arranged class activities of different forms to maximize your learning experiences. Active participation in class exercises and discussions is vital for you to develop a higher level of understanding beyond textbook, and to develop the ability to analyze situations, apply OB concepts, and create action plans, all of which are essential for you to perform well on assignments, group projects, and exams. You may also expect that poor attendance will result in the potential to miss important information pertaining to assignments and exams as well as the difficulty to follow subsequent classes. In addition, failure to attend group case presentation may result in losing all 30 points of your presentation points.

Class participation will be evaluated based on the following five aspects:

- 1) Class attendance
- 2) Participation in class discussion
- 3) Participation in class exercises
- 4) Participation in the Q&A sections of other groups' presentations
- 5) Willingness to support a positive learning environment by showing respect and expressing concern for other students.

Individual Assignments

A series of individual assignments will be discussed through the semester. These assignments come in a variety of formats and activities such as short reflective papers, real world phenomena observation, and self assessment. Specific requirements will be discussed and assigned in class. Each assignment must be turned in by its specific deadline. I do not accept late assignments unless you informed me IN ADVANCE of a legitimate reason.

Group Case Analysis

The entire class will be divided into 8 groups of 4 or 5 members. You will be given a deadline to form into groups. You and your group members will conduct a major case project as a group product.

Group case analysis and presentation are designed for you to demonstrate your OB knowledge and creativity. I will ask each group to select a case and its corresponding presentation time. Groups are advised to begin their research as soon as possible to avoid last minute panic. All group case analysis reports will be due in class at the date of presentation. The presentation should support and defend this report.

For each case that you are not presenting, you should prepare at least two well-thought-out questions to ask the presenting groups. Each case has a different focus on OB topics. Learning from all cases will help you develop skills in different areas. Your participation in the Q&A section of group presentation counts toward your class participation.

More information concerning group forming, specific requirements for the case report, and the case presentation will be discussed and distributed in class.

Exams

There will be three exams during the semester. Each exam will be worth 100 points. Exams may consist of multiple-choice and essay/application questions. It is the inherent nature of this course that each chapter builds on the previous chapters. Therefore, exams are cumulative. However, the focus of each exam will be on material covered since the prior exam. The testing domain includes all material covered in the course (assigned readings, lectures, discussions, videos, etc.).

Make-up exams are given only with legitimate, well-documented excuses. Excuses considered as legitimate in this class include:

1. Participation in an activity appearing on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Major illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.

This policy will be strictly enforced. Only students who miss an exam because of a legitimate excuse will be eligible to take a make-up exam. Make-up exams must be rescheduled

with me no later than 24 hours after the scheduled exam time. Failure to comply with these requirements will result in an exam grade of zero.

The School of Business Honor System

According to the Honor System of the School of Business, all School of Business faculties are to include the following in every syllabus:

The School of Business Assembly has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted an Honor Code. As a student in a School of Business class, you will be protected by and expected to conduct yourself in accordance with this system. For a complete description of the system see the School of Business Website (select "Student Services" and then "Student Toolbox" and then "Business School Honor Code" which is located under the heading "Policies and Procedures"). This is required reading for students in all business courses.

Disability

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620, coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also see me privately in regard to this course.

Course Schedule

Week	Date	Topic	Reading Assignment
1	M, Jan. 22	Topic 1: Introduction to OB	Chapter 1 & Appendix
	W, Jan. 24	Topic 2: Individual differences: Personality and Ability	Chapter 2
2	M, Jan. 29	Topic 3: Individual differences: Work values and attitudes	Chapter 3
	W, Jan. 31	Case methodology introduction and group assignment- Attendance Required	Read at least one group case before class.
3	M, Feb. 5	Topic 4.1: Perception	Chapter 4 (p.103-121)
	W, Feb. 7	Topic 4.2: Attribution	Chapter 4 (p. 121-132)
4	M, Feb. 12	Topic 5: Learning & Exam 1 review	Chapter 5 (p.140-157)
	W, Feb. 14	Exam 1	
5	M, Feb. 19	Topic 6.1: Motivation: Introduction & Topic 6.2: Motivation: Needs theory and expectancy theory	Chapter 6 (p. 173-189)
	W, Feb. 21	Topic 6.3: Motivation: Equity theory and procedural justice	Chapter 6 (p. 189-195)
6	M, Feb. 26	Topic 7.1: Motivation: Goal Setting	Chapter 7 (p. 220-228)
	W, Feb. 28	Topic 7.2: Motivation: Job Design	Chapter 7 (p. 201-220)
7	M, March 5	Topic 8: Stress management	Chapter 9
	W, March 7	Topic 9.1: Nature of work groups and teams	Chapter 10
8	M, March 12	Topic 9.2: Effective work groups and teams	Chapter 11
	W, March 14	Exam 2	
9	M, March 19	Spring break. No class.	
	W, March 21		
10	M, March 26	Topic 10 Leadership	Chapter 12
	W, March 28	Topic 10 continues	

11	M, Apr. 2	Case 1: Is Technical Competence Enough?	
	W, Apr. 4	Topic 11: Power and conflict	Chapter 13
12	M, Apr. 9	Topic 12: Communication	Chapter 14
	W, Apr. 11	Topic 13: Decision making	Chapter 15
13	M, Apr. 16	Case 2: What do we do with Howard?	
	W, Apr. 18	Topic 14: Organization Structural Design	Chapter 16
14	M, Apr. 23	Topic 15: Organization culture	Chapter 17
	W, Apr. 25	Topic 15 continues	
15	M, Apr. 30	Topic 16: Organization Change & Development	Chapter18
	W, May 2	Case 3: Friends or foes?	
16	M, May 7	Case 4: The safety memo	
	W, May 9	Overall course review & Review of Exam 3	
	W, May 16	Exam 3 (Final) 1:30 PM – 3:00 PM	

Syllabus Change

You may expect that amendments to this syllabus will be made as the course progresses.