

Department of Management Warrington College
University of Florida
MAN 5246 Organizational Behavior (section 5692)
Spring 2017 Mod 3: Jan 4, 2017 – week of Feb 20, 2017

I. Locator Information:

Instructor: Dr. Michelle Darnell
Section 5692: MW periods 7-8
(1:55 – 3:50 pm)
GER 0121

Online Resources: <https://lss.at.ufl.edu/>
CANVAS site

Office hours:

TR: 2:00 – 4:00

and by appointment

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Office Phone: 392-8138

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II. Course Description:

Catalog Description: Behavior of individuals, groups, and organizations. Understanding organizations, how they work, and the people in them. Concepts presented in relation to core managerial competencies.

Instructors Description: Formal courses on Organization Behavior (OB), such as this one, draw our *critical* attention to the behaviors of persons within organizations. We all have experience working within organizations, and as such have some understanding of typical behaviors in such a context – but are we really mindful of these behaviors? Do we understand why people behave the way they do? Do we understand the implications of those behaviors? Are we accurately drawing conclusions about the behaviors we witness? Do we understand the correlations between particular behaviors and organizational success? Do we know how to incorporate an understanding of organizational behavior into managerial practices? This course will help you to become more aware of empirical findings on organizational behavior, though these facts are taught to enhance your ability to engage in reflective management. A reflective manager does not merely rely on the familiar or commonly accepted interpretations of situations, including interpretations of the behaviors of others and those environmental cues that you rely on to determine your own behavior. This course challenges you to overturn suppositions ordinarily taken for granted, and establish new perspectives on organizational behavior, perspectives which can help you be a more successful leader.

III. Disabled Student Services: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

IV. Required Reading Material:

Robbins and Judge (2014). *Essentials of Organizational Behavior*. Upper Saddle River, NJ: Pearson. Henceforth referred to as “*Essentials*”.

Harvard Business School Case Study: Mount Everest – 1996.

<https://cb.hbsp.harvard.edu/cbmp/access/48043567>

OPTIONAL: Humphrey, RH (2014). *Effective Leadership*. Thousand Oaks, CA: Sage Publications.

Henceforth referred to as “*Leadership*”. Note the student resource site for this text:

<http://www.sagepub.com/humphreyel/study/default.htm>

V. Student Learning Outcomes: Upon successful completion of this course, the student will be able to:

- *Explain* relationship between behaviors and organizational efficiency
- *Analyze, Interpret* and *Evaluate* behaviors in a given situation
- Offer suggestions to *improve* organizational success by relying on OB theory

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last weeks of the module, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>. If at any time a student wishes to file a formal complaint about the course, the following policy should be noted: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

VI. Class Format / Team Based Learning Approach:

This course is delivered using a Team-Based Learning (TBL) format, based on the approach established by Dr. Larry Michaelsen at the University of Oklahoma Business School. Teams will be assigned on a principle of “resource wealth distribution” during the first class period. The teams will be created based on student experiences with previous courses in ethics and business, employment, leadership, and international travel/residence. Research on Team-based learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

With the exception of the first few days of class, the first half of each class meeting (approximately the first 50 minutes, +/- 5 minutes) will involve working through theoretical material, and the second half of class (approximately the last 50 minutes, +/- 5 minutes), student teams will work on applying the theoretical material to “real life”.

Learning modules in the course will be based on a sequence of 3 distinct phases:



Phase 1: Preparation During the first phase, you will be assigned specific readings – from both “Essentials” and “Leadership” texts - to complete prior to attending class. Students are also expected to work through assigned supplemental material, which may consist of watching a short video or completing a self-assessment exercise, etc.

Phase 2: Readiness Assurance During the second phase, you will participate in readiness assurance tests (RAT) on the readings assigned for that day. The tests are closed book and measure your understanding of the information provided in the assigned readings and your preparation for class time. During this process, you will first individually complete the test and submit your answers (iRAT). Immediately following this, you will work as a team to answer the same questions (tRAT). The team score will be the same for all members of the team (however, see description of the role of peer evaluation in assignment of “team” grades). The purpose of phase 2 is to ensure that you and your teammates have the foundational knowledge needed to begin learning to apply the concepts in phase 3.

Phase 3: Application In the third phase, you and your team will use the foundational knowledge to solve problems, participate in hands-on activities, discuss cases, etc. The purpose of this phase is to give you a deeper understanding of the concepts.

Peer Evaluation At the end of the course, you will have the opportunity to evaluate your team members. The peer evaluation will ask you to consider how well your team members prepared for the readiness tests as well as the level and quality of their contributions to the in-class activities, in terms of their level of ability to apply concepts, engage in analysis and evaluation of material, and creativity in resolving presented issues. The peer evaluation will determine the percentage of “team points” that was earned by each individual member (see “participation”, below).

Readiness Assurance Tests

The readiness assurance tests (individual and team; iRAT and tRAT) are closed book and based on the assigned readings in the textbooks. They will be multiple choice questions that ask you to remember or recall basic information from the textbook, demonstrate your understanding and apply the concepts in a very simple manner. All readiness assurance tests are completed without the use of any notes, books, or related resources.

Team tests are completed using a “scratch and win” type answer card. When using the card, your team is awarded **1 point** if you uncover the correct answer on the first scratch, **.5 points** for the second scratch, **.25 points** for the third scratch, and **0 points** for needing all four scratches to uncover the correct answer. Any questions that remained unanswered (no scratch attempts) will earn 0 points. Correct answers are indicated by a small star.

Following the tests, a discussion will take place to address any questions about the reading material, and engage in additional critical evaluation of assigned readings.

VII. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the formal requirements outlined below.

Criterion	Individual /Team	% of Course Grade	Brief Description
iRAT	Individual	10%	10 quizzes (multiple choice), completed in class
Personal Reflection	Individual	10%	10 assignments, completed before you come to class
Accounting and Job Satisfaction	Individual	10%	1 assignment, dedicated time given on Jan 18
Final Exam	Individual	25%	1 exam, completed in class during final period
tRAT	Team	10%	10 quizzes (multiple choice), completed in class
Team Exercises	Team	10%	10 assignments, Completed in class
Case Study	Team	25%	1 case study

INDIVIDUAL POINTS

iRAT (daily quizzes): 10% of grade. At the start of each class (excluding Mar 7) you will take a readiness assessment test individually on material presented in the readings assigned for the day. You will have 10 minutes to complete each iRAT, which consist of 10 questions, with each question worth 1 point. These quizzes will be conducted on Canvas, but will not be made available to students until after class has started. Each student is expected to **bring a laptop** to complete this part of the class and use **Respondus Lockdown Browser** to complete the quiz:

- Download Respondus LockDown Browser before the first quiz. You can download and install the free software here: <http://www.respondus.com/lockdown/download.php?id=364713981>
- For each quiz, open LockDown Browser, choose Canvas as your LMS, and navigate to the MAN5246 Quiz via the Quizzes tool.

Personal Reflection: 10% of grade. Before coming to class, students will need to complete a short assignment associated with the “supplemental material” each day. These assignments may require completing a self-assessment, reflecting on how an example relates to theory presented in the text book, etc. These reflection assignments are graded as “complete” or “incomplete”.

Accounting and Job Satisfaction: 10% of grade. Each student will read a short review of a study on job satisfaction in accounting firms, and then talk to someone working in an accounting firm / a recruiter for an accounting firm (ideally one in which the student is considering working for) about what they do to increase job satisfaction. A written report that documents the firm's efforts as well the student evaluation of those efforts will be submitted. The class period on Jan 18 is set aside for students to work on this assignment, though additional time outside of class will be required. More details about this assignment will be provided on Canvas,

Final Exam: 25% of grade. A cumulative final exam will be given during our final period, (Feb 20/ will be reconfirmed). This exam will consist primarily of multiple choice/true false, though questions requiring a short written response may also be asked.

A Note on Participation: This course is discussion based and, accordingly, full participation is extremely important. Students should be prepared to answer questions when called upon in class, raise questions when appropriate, and positively contribute to the learning environment. However, no direct participation points will be earned. Instead, participation is required to participate in "Individual Readiness Assessment Tests" (iRATs) and will affect the percentage of team points that each individual student earns in the course. At the end of the course, each student will have the opportunity to evaluate his/her team members. The peer evaluation will ask the student to consider the level of participation of each team member (e.g. how well the other team members prepared for team quizzes as well as the level and quality of their contributions to the in-class activities, in terms of their level of ability to apply concepts, engage in analysis and evaluation of material, and creativity in resolving presented issues, and contributions to the team case analysis). This peer evaluation will require each student to distribute 100 possible points total among the members of his/her team (excluding one's self) on the basis of level of contribution to team success. The sum of points assigned to each team member by the collective team will constitute the percentage of team points that the individual team member will be assigned. So if, for example, I am on a team of 4 people, and each of my peers assigns me 30 points, then the sum of those points is 90 and I will earn 90% of the points earned by my team. Note it is possible for an individual to earn more than 100% of the team points earned.

Failure to complete the peer evaluation of your team members will result in a penalty applied to the percentage of team points you earned; specifically, **the percentage of team points you earn will be reduced by 10%**. Peer evaluations are **due before 11:59pm on Tuesday February 21st**.

While formal participation points are not earned, the **instructor reserves the right to reduce a student's grade** by 1 point for each time she must ask a student to stop engaging in a distracting behavior. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, facebooking, emailing, etc. Phones must be silenced before entering the classroom.

Recording – including video and **still photography** - of lectures/classroom discussions requires explicit permission of the instructor.

TEAM POINTS

tRAT: 10% of grade. Immediately following the completion of the iRAT assignment at the start of each class, each *team* will, working together, take the readiness assessment test on the material presented in the “primary” readings assigned for the day (found in the course packet). You will have 15 minutes to complete each tRAT, which consist of 10 questions, with each question worth 1 point, and partial credit may be earned on each question.

Team Exercises: 10% of grade. During approximately the second half of each class period, students will work in teams to complete a given exercise. These exercises may include analysis of a mini-case, engaging in a small-group discussion and recording findings from that discussion, creating and presenting solutions to given problems, etc. Some of these exercises will conclude with teams discussing their findings with each other. In those instances, active participation in the discussion will contribute to your grade on the exercise.

Case Study: 25% of grade. There are 2 components of this case study: (1) Teams are required to complete a formal, written analysis of the case study on the expedition on Mt. Everest (see required texts, above). In addition to submitting the formal analysis, (2) teams are required to make regular posts on their team discussion board, to note how the material discussed in class is relevant to the case study, so that at the end of the term all of the preliminary analysis has been completed, and true team effort can be put into deciding how to construct the formally submitted analysis. Allowing the case study assignment to be worth 100 points, 80 points specifically will come from the written formal analysis, and 20 points will come from the team discussion board. To earn points on the discussion board, weekly posts must be made, and the final analysis must be submitted **before Monday Feb 20 at 11:59 pm.**

Absences: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> “Make ups” will ONLY be accepted in accordance with the UF policy on “acceptable reasons for absence” Students that provide documentation that their absence was for one of these “acceptable reasons” will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UF’s policy on “acceptable reasons for absence”) exists that conflicts with an assignment, it is the student’s responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

With respect to team assignments, the points a team earns on an assignment will be awarded to every member of the team, irrespective of whether the individual was or was not present in class for completion of the assignment. This is consistent with what you will find in the workplace: teams as a whole are given credit for the products they produce, irrespective of “who did what”. Nonetheless, even in the workplace, “free riders” will eventually be recognized and at minimum they will not be awarded opportunities for growth in their careers, and may ultimately be reprimanded by their supervisors and peers, and eventually fired. Accordingly, in this class it is important to remember that teams will perform better if all members are able to contribute to the completion of the assignment, and **the peer**

evaluation of team members will determine the percentage of team points that each individual member earned. It is in each individual's best interest to (1) make every effort to be "fully" present at each class, (2) communicate with your team members if you must be absent before class to let them know about your situation, and (3) potentially share with your team members your own considerations about the material assigned for the day (e.g. via email or your team's page on Canvas) in order to help them complete the in class team assignments.

Grading Scale: Note that the formal requirements listed above total 100% when added together.

The grading scale for this course will be: 100%-94% = A, 93%-90% = A-, 89%-87% = B+, 86%- 83% = B, 82%-80% = B-, 79%-77% = C+, 76%-73% = C, 72%-70% = C-, 69%-67% = D+, 66%-63% = D, 62%-60% = D-, 59% - 0% = E.

The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student's course grade. However, any deviation from the above scale will be considered only if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a "B" to a "B+", but nothing higher than a "B+" is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'." The Honor Code (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Students may *not* consult each other about, or otherwise assist each other in completing, any assignment that is designated as an "individual" assignment. Student teams are, however, expected to work together to complete "team" assignments, though students must be diligent in citing any resources that they relied upon in completion of assignments, and no materials may be consulted during the tRAT.

NOTE: During the iRAT, all electronic devices, with the exception of laptops, are to be silenced and put away. Laptops are to be used only to complete the assigned iRAT. If a student has any other program open during the iRAT – **even if the student has finished the quiz – that student will receive a "0" for the quiz.** **No forms of technology** – including cell phones – may be utilized in the classroom during the tRAT, even after the team has completed their quiz. If any team member begins to use an electronic device – e.g. opens up a computer or checks a cellphone – during the 15 minutes set aside for the tRAT, **the whole team** will receive a "0" for the quiz. If a team wishes to complete an "appeal" for the tRAT, **explicit permission** from the instructor to use a computer is needed.

VIII. Course Outline and Assignment Schedule: This course is scheduled for Jan 4 – Feb 20, 2017. Readings must be completed before coming to class on the date the material is to be discussed. This schedule is subject to change at the instructor's discretion; any changes will be announced in class.

Jan 4: Introduction to course, Accounting and Organizational Behavior

Jan 9: Essentials: Ch 6, Decision Making
optional Leadership: Ch 3, Decision Making

Supplemental: Creativity Assessment: <http://www.testmycreativity.com/>

Jan 11: Essentials: Ch 3, Attitudes and Job Satisfaction
optional Leadership: Ch 5, Behavioral Approach to Leadership

Supplemental: Clip from “The Big Bang Theory”: <http://youtu.be/bDZCyObMfkA>
Clip from “Friends”: http://youtu.be/xRH_DhiKaeQ

Jan 16: **MLK Holiday (No School)**

Jan 18: **No In-Person Class Meeting**
Complete individual assignment on Accounting Firms and Job Satisfaction

Jan 23: Essentials: Chs 4 - 5, Emotions, Moods, and Personality
optional Leadership: Ch 4, Emotional Intelligence *and* Ch 8 Affect and Emotions *and* Ch 2, Personality Traits

Supplemental: Clip from “Mary Tyler Moore” <http://youtu.be/TJny78bpsgo>
Interview about the “Chuckles” episode: http://youtu.be/R_h7875g_PI
Personality Assessment: <https://www.123test.com/personality-test/>

Jan 25: Essentials: Chs 7 *and* 8, Motivation
optional Leadership: Ch 6, Situational and Path Goal

Supplemental: Clip from SNL (“Motivational Speaker”):
<http://www.hulu.com/watch/4183>

Jan 30: Essentials: Chs 9-10, Groups and Teams
optional Leadership: Ch 7, LMX / 1-on-1 Exchanges and Ch 11, Identity

Supplemental: Clips from “The Internship” http://youtu.be/BAzTT_EDo7o
The “Lost at Sea” exercise

- Feb 1:** Essentials: Ch 13, Power and Politics
optional Leadership: Ch 12, Authority & Power *and* Ch 14, Transactional Leadership & Goal Setting
- Supplemental: Self-Assessment on Political Skill:
<http://jeffreypfeffer.com/2010/08/political-skillpower-test-2/>
- Feb 6:** Ch 14, Conflict and Negotiations
- optional* Leadership: Ch 14, Transactional Leadership & Goal Setting
- Supplemental: Big Bang Theory- New and Improved Roommate Agreement
 Seinfeld – The Calzone Negotiation
- Feb 8:** Essentials: Chs 11 and 15, Communication and Organizational Structure
optional Leadership: Ch 13, Charisma and Rhetoric *and* Ch 9, Empowerment
- Supplemental: Communication Extremes in Seinfeld:
 The Low Talker: <http://youtu.be/vKWYg9qFOpA>
 The Close Talker: <http://youtu.be/NGVSIkEi3mM>
 Office Space Clip: http://youtu.be/g2_Yi-1Ryf4
 Google Blog Post: <http://googleblog.blogspot.com/2006/05/googles-20-percent-time-in-action.html>
- Feb 13:** Essentials: Ch 16, Organizational Culture
optional Leadership: Ch 10, Authenticity
- Supplemental: Pike's Fish Market: <http://youtu.be/JeDHiAPqJOI>
 Zappos Culture (click on various links) <http://about.zappos.com/our-unique-culture/zappos-core-values>
- Feb 15:** Essentials: Ch 17, Organizational Change
optional Leadership: Ch 15, Transformation & Change
- Supplemental: Jack Welch advice for grads:
http://youtu.be/ju_z4sdeaE?list=PLP7dwhWWMse3Z-iTRxUu6FFwRq0ETnOgy
 Dan Cathy interviews Jack Welch on change: http://youtu.be/s_LEj8V-F3g
- Monday Feb 20th:** FINAL EXAM
 Team Case Study due 11:59pm (submit online)
 Peer Evaluations due 11:59pm (submit online)