



Warrington College of Business
MAN 3240 (Section 3659) Organizations: Structure and Behavior
Fall 2017, T/R Periods 3-4, 09:35 am - 11:30 am, HVNR250

Table with instructor information: INSTRUCTORS (Binyamin Cooper), OFFICE (210 Stuzin), OFFICE HOURS (T/R 11:30 a.m. -12:30 p.m. & by appointment), TELEPHONE (352-392-6147), EMAIL* (binaymin.cooper@warrington.ufl.edu), MAILBOX (211 Stuzin)

*Please use the email addresses listed above. Do not use the eLearning "mail" function.

COURSE OVERVIEW AND OBJECTIVES

This course seeks to accomplish three primary objectives. The first is to introduce you to the basic principles and concepts of organizational behavior. Another is to help you develop the skills required to implement these principles for your own benefit and for the benefit of an organization of which you are or will be a member. The third is to help you gain a better understanding of yourself. These three objectives will be accomplished through lectures, class discussion, exercises, exams, and a group project.

COURSE MATERIALS

Required Text: Organizational Behavior: Improving Performance and Commitment in the Workplace (5th edition), by Colquitt, LePine, & Wesson from McGraw-Hill Publishing (ISBN: 978-1259545092)

* Please note that the 4th edition is also acceptable. Pages mentioned in class will refer to the 5th edition.

GRADING AND COURSE REQUIREMENTS

Final grades are exactly that - final. Once you are awarded a grade, it is non-negotiable. Grades will be based upon the following criteria, out of 400 total course points:

Table with 2 columns: ACTIVITY and POINTS. Rows include Exam I (100), Exam II (100), Group Project & Presentation (100), Individual Assignments (100), Extra-credit Opportunities (+15), and TOTAL (400).

PERCENT	POINTS	GRADE
92 - 100%	368-400	A
88 - 91.9%	352-367	A-
85 - 87.9%	340-351	B+
82 - 84.9%	328-339	B
78 - 81.9%	312-327	B-
75 - 77.9%	300-311	C+
72 - 74.9%	288-299	C
68 - 71.9%	272-287	C-
65 - 67.9%	260-271	D+
62 - 64.9%	248-259	D
60 - 61.9%	240-247	D-
≤ 60%	≤ 239	F

DUE DATES AND TIMES

Please see the attached schedule for due dates for the assignments described in this syllabus. Unless otherwise noted, assignments are due no later than 11:55 pm on the date listed on the syllabus. If you are traveling or will be unavailable for any reason, please make sure you turn your assignment in early. I **strongly** recommend you plan on turning assignments in at least a few days early to allow for any issues that may come up at the last minute. This way, if you plan to give yourself a few extra days and something comes up, you will still have a few days before the firm due date. If you wait until the due date and then have a last minute issue, you will be subject to the grade penalties below, no exceptions.

Assignments turned in between 1 second and 24 hours late will receive a 1 letter grade reduction in grade. Assignments turned in between 24 and 48 hours will result in 2 letter grade reduction, and so on.

Assignments can be uploaded to the course website in Canvas. If you have any questions as to whether your assignment has been turned in, please ask BEFORE the due date (at least a few days, to make sure I have time to respond to your inquiry). Technical difficulties will **NOT** be accepted as a reason for late assignments, so again, I **strongly** recommend that you give yourself a few extra days on assignment due dates to ensure that they are in on time.

Assignment due dates are subject to change at my discretion, depending on the pace the course is going. In general, I will not move a due date up, but if I do I will provide at least 7 days' notice of the change in due date. Changes in due dates will be posted to the course website and be announced in class. Students are responsible for changes posted to the course website, so please check it regularly for any changes to the due dates listed on this syllabus.

DETAILS ON COURSE REQUIREMENTS

EXAMS

Two examinations are scheduled during the semester, which will cover all course material, including lectures, discussion, exercises, and readings. The examinations will only have **multiple-choice** questions, will be held during class time and will be **non-cumulative**. The exam dates and times on syllabus are firm.

Missed exams may not be made up without prior notification, and can only be rescheduled for university approved reasons. You must also notify me of the issue at least 24 hours before the exam starts. All medical emergencies are exceptions, but will require a doctor's note.

GROUP PROJECT (5 members per group)

The goal of the group project is to give you practice with evidence-based management—asking a question, developing hypotheses, gathering data, analyzing data, and gaining insights and making recommendations based on the results. The group project consists of a research project designed to answer one of two key questions: (1) What can help employees to *perform* their job well? or (2) What can help employees feel *committed* to their organization? You need to form your groups by **September 7th** and collaborate with your group members on the group project throughout the semester. At the end of the semester, you will give a 15-minute PowerPoint presentation detailing the development and results of your research project. The research project has two phases. Target dates for completing these two phases are given in the Course Schedule. You will not turn in anything until the end of the semester, but are strongly urged to keep pace with the target dates so that you do not fall behind.

Phase I: Theory → Hypotheses – To be completed before class on **October 11th**

In this first phase of the project, your group builds a theory about what helps someone to have high or low levels of job performance or organizational commitment (depending on which question your group is assigned). Your theory will be built from in-depth interviews of four people *who are as different from one another as possible*. The specific questions will be left up to you, but should explore the interview subjects' beliefs about what fosters job performance or organizational commitment. *Let them tell you what constructs or factors are important! Do not provide a set of choices for them!* For example, one interview question might be “When you think about times that you have performed well, what factors contributed to that good performance?” or “When you think about times that you feel committed to the organization, what factors contributed to your commitment?”

Once your interviews are completed, your group will distil the most interesting themes from your interviews into specific predictions that can be tested with data. Each project should include exactly three hypotheses, phrased something like this: “The amount of stress on the job will be negatively related to commitment.” Hypotheses can focus on the concepts discussed in the class, but should go beyond these concepts as well. *In the interest of diversity in presentations, your study can devote only one hypothesis to one of the following concepts: liking of coworkers, pay, and advancement opportunities.* These concepts come up very often in interviews, but multiple presentations with the same hypotheses become redundant. Outside this limitation, feel free to focus on the concepts that interest you.

This section of your presentation should give the following details:

- Detailed descriptions of your four interview participants
- Verbatim highlights of the questions asked in the interview
- Verbatim highlights of the participants' responses to the questions
- Some themes that emerged from the interviews (supported using those verbatim highlights)
- The theory that your project will test, expressed in a diagram form (i.e. your three predictors in three boxes, respectively, with arrows flowing into the dependent variable)
- Your three hypotheses, stated like the example above

Phase II: Data → Verification – To be completed before class on **November 2nd**

Now that you've come up with your hypotheses, it is time to test them to see if they are supported by data. First, your group must come up with ways of measuring the concepts contained in your hypotheses. Organizational research typically involves different types of measures, including self-report scales (where a “scale” is a collection of multiple survey items), behavioral observations, and organizational records (e.g., performance appraisal forms, time card data, absenteeism rates, productivity indices). For the sake of simplicity, self-reported scales are recommended for your project. You can develop a scale for each of the concepts in your hypotheses yourself or you can use published scales. Your group will then administer your survey to 30 people. You will devote a total of 4 items to each scale, in order to minimize the burden on the participants.

I will give you an Excel spreadsheet to enter your data into, which will include formulas that will calculate the reliability of your scales. This spreadsheet will also include formulas to calculate the correlation between the scores of your predictor measures with scores of your dependent variable measure. Your theory receives some verification if the correlations in your data confirm your hypotheses. If they do not, then your theory needs to be amended. Note that the support (or lack of support) of your predictions has no bearing on your grade. Research projects rarely turn out exactly the way we want them to.

This section of your presentation should give the following details:

- The survey items used to measure each concept (including your dependent variable)
- Detailed descriptions of your survey respondents
- The reliability of all of your scales
- The correlations between your predictors and your dependent variables
- The confidence intervals around those correlations
- The statistical significance of those correlations
- Whether the correlations support or refute your hypotheses
- A list of very specific prescriptions for managers, based on your results

Phase III: Group Project Presentation and Grading – To be presented on **November 28th and November 30th**

All groups must upload the final version of their presentation to **Canvas** by **11:55pm on Monday, November 27th** and turn in a color printout on the day of the presentation. Color printouts should be created using PowerPoint's "handout" setting set to 3 slides per page. If you are planning on using any handouts during your presentation, those must be turned in **via Canvas** on **November 27th** as well. Groups may not alter their presentation slides after they are turned in. Only one group member should submit a presentation on behalf of the efforts of the entire group. Project grading will be broken down into three parts: content (60 points), style (20 points), and peer evaluations (20 points). All group members will receive the same grade for the content and style of the project and presentation. Peer evaluations may vary depending on your teammate's evaluations of your contributions.

Group presentation slides and related materials due at 11:55pm on 11/27, Monday night

Content

- Did you provide all the requested detail for the two phases of the project?
- Did you develop non-cueing interview questions that tapped important and interesting concepts?
- Did you interview a diverse set of 4 people?
- Did you develop meaningful themes and a testable theory from your interviews?
- Did you use good survey measures to tap the concepts in your theory?
- Did you survey a diverse set of 30 people?
- Did you report all the necessary statistics needed to interpret your results?
- Did you provide a complete overview and discussion of your results?
- Did you suggest valuable and specific prescriptions for managers?
- Did you go "beyond the call of duty" in any way with respect to your content?

Style

- Did you have good eye contact with the audience, and was your speech clear and smooth?
- Did your slides look good in terms of backgrounds, fonts, colors, style, etc.?
- Did you make good use of charts and graphs to reduce your reliance on text?
- Was your presentation well organized?
- Was your timing good (right at 15 minutes, not too long or too short)?
- Did you go "beyond the call of duty" in any way with respect to your style by doing something creative or different that sets your presentation apart in your audience's memory?

Peer evaluation

- Fair workload—Did this team member take on a fair share of the overall workload?
- Work quality—Did this team member deliver high quality contributions to the team?
- Team interactions—Did this team member interact effectively with other members of the team?

A peer evaluation form will be available under the assignments section of the course website before the presentation. Peer evaluation form is due 48 hours after the presentation. This is an important opportunity for you to evaluate your team members. You will assess each team member, excluding yourself. Individuals' evaluations of their team members will be anonymous and confidential.

INDIVIDUAL ASSIGNMENTS

There will be five individual assignments throughout the semester. The purpose of these assignments is to practice applying the course concepts to your own life and career. More detailed information about each assignment will be provided on our course Canvas site and in class.

Assignment	Date posted	Date due	Details
1. Feedback, expectation, or suggestion	8/22, at the start of class	11:55pm on 8/28, Monday night	Writing assignment. Details on Canvas
2. Online survey I	8/22, at the start of class	11:55pm on 8/30, Wednesday night	Link available on Canvas
3. Stress & Well-being	9/7, at the start of class	11:55pm on 9/20, Wednesday night	Writing assignment. Details on Canvas
4. Online survey II	9/14, at the start of class	11:55pm on 9/25, Monday night	Link available on Canvas
5. Team writing assignment	10/17, at the start of class	11:55pm on 11/13, Monday night	Writing assignment. Details on Canvas

EXTRA CREDIT OPPORTUNITIES

You can earn *up to 15 points* in extra credit through the entire semester. You will get credit for a maximum of 15 extra credit points - though you may participate in as many options as you want. Below are options of earning extra credits:

1. *Exam review activities (1-3 extra points for Exam I review and another 1-3 for Exam II review):* During the exam 1 and exam 2 review session, I will provide some activities to help you understand, organize and clarify the course contents. More details will be announced during the semester.
2. *Reading quizzes:* On class days when a reading assignment is due, we'll have a short reading quiz. Each quiz is worth *up to one extra point on the next exam, for a maximum of five points per exam.* (For example, if you scored a 93 on Exam 1 but successfully earned 5 or more points from reading quizzes, you would earn a 98 on the exam). The points **reset** after Exam 1, so only reading quizzes from the second half of the class can count toward Exam 2. These quizzes are designed to reward you for coming to class prepared, with a basic understanding of the key points of the reading. Because the goal is to enable you to participate more effectively in class discussion, there are **no make-ups for reading quizzes**—you must be in class (for the entire class period) the day of the quiz to earn points. There will be more than five quizzes before each exam, so you can still earn full points even if you miss or do poorly on a quiz or two.
3. *Summary and reflection of an article/excerpt (4 extra points for each summary and reflection):* Pick a newspaper or magazine article, or selected excerpt from books, movies or TV shows and explain how it illustrates topic(s) covered in class in approximately 1000 words (~2 pages). You could submit more than one summary and reflection as long as they are not associated with the same topic. I will not accept simple summary of the article/excerpt—you must apply what you've learned in the course by showing precisely how it relates to our course contents. Article link/video clip along with explanations in a Word/.pdf document must be uploaded to Canvas no later than **Wednesday, November 29th at 11:55 pm** to receive any extra credit.

ATTENDANCE POLICY

I will not formally take attendance in class. However, bear in mind that any course material is fair game for tests, including information from in-class activities, lectures, and discussions that may not be covered in the textbook. I recommend that you exchange contact information with several other students during the first week of class, so you can share notes if one of you is absent.

EXCEPTION: You cannot miss either of the two group presentation days, unless you provide a written excuse at least 24 hours before class. This is to respect the work of your fellow students. On these two dates attendance will be taken, and unexcused absences will result in 5 points for each missed day.

CLASSROOM PROTOCOLS AND RESOURCES

RESPECT AND PROFESSIONALISM

Although individuals might not always agree, it is important that we be respectful of each other, both in the classroom and while working in teams (in person, online, and via e-mail).

Electronic equipment, although it can be a source of entertainment and convenience, can also be a source of class disruption. ***Please turn off or silence your cell phones.*** I ask that you be respectful of our time together ☺

If you intend to attend class, please arrive on time. If an unexpected delay causes you to enter class late please find your seat quietly without causing distractions for other students.

OFFICE HOURS

Please feel free to call me “Benny” and to stop by during office hours. If you have a time conflict, please make an appointment with me. You may contact me in person, or via e-mail. Outside of office hours, it is best to email me to get in touch or schedule a time to meet in person.

eLearning Details

The MAN 3240 Course is presented via UF’s eLearning course management system.

- <http://elearning.ufl.edu>
- Log in using your Gatorlink username and password.
- After logging in, you will be taken to your "My Workspace," where you can access the course.
- Choose “MAN3240, Section 3659, Fall 2017”

You must be registered for the course and section to enter. Please note that sometimes the registrar’s enrollment data is late arriving; so if you are denied access initially, try again in 24 hours. If you still have problems logging in, consult the student FAQ page: https://lss.at.ufl.edu/help/Student_Faq.

UNIVERSITY GUIDELINES

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered,

students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

STUDENT WELLNESS (COUNSELING CENTER)

Students often lead very demanding lives. Even a mild impairment in psychological functioning can result in significant disruption of a student's ability to learn effectively and to relate appropriately. The UF Counseling and Wellness Center (CWC) staff provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. The Counseling and Wellness Center (CWC) is located at 3190 Radio Road (near the Southwest Rec Center) and is available via telephone Monday through Friday from 8am–5pm at 352.392.1575. All services are confidential.

STUDENT HONOR CODE

As students of the University of Florida, you have accepted the honor code, which governs all students. For clarification or further explanation, please consult your undergraduate catalog or the University of Florida Student Guide (online at www.dso.ufl.edu).

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the honor code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold our peers and ourselves to the highest standards of honesty and integrity. 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."

ACADEMIC HONESTY GUIDELINES

The academic community of students and faculty at the University of Florida strives to develop, sustain, and protect an environment of honesty, trust, and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions enumerated in the Student Conduct Code. For more information on conduct that constitutes a violation of the Academic Honesty Guidelines (covered by University of Florida Rule 6C1- 4.040), see the Student Honor Code and Student Conduct Code: Philosophy and Definitions.

ONLINE COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, 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/>.

TENTATIVE COURSE SCHEDULE

The content of the course will be covered in the following sequence. Please note that dates are tentative and subject to change (some topics may take more time and others less time depending on students' interests).

WEEK	DAY	DATE	TOPIC	READINGS	DEADLINES
1	Tues.	8/22	Syllabus & Introductions		
	Thurs.	8/24	What is OB	Chapter 1	
2	Tues.	8/29	Job Performance	Chapter 2	Individual Assignment 1 due at 11:55pm on 8/28, Monday night
	Thurs.	8/31	Organizational Commitment	Chapter 3	Individual Assignment 2 due at 11:55pm on 8/30, Wednesday night
3	Tues.	9/5	Job Satisfaction	Chapter 4	
	Thurs.	9/7	Stress	Chapter 5	Form your groups by September 7th (and complete team member form on Canvas)
4	Tues.	9/12	Well being		
	Thurs.	9/14	Motivation	Chapter 6	
5	Tues.	9/19	Truth, Justice, & Ethics	Chapter 7	
	Thurs.	9/21	Learning	Chapter 8	Individual Assignment 3 due at 11:55pm on 9/20, Wednesday night
6	Tues.	9/26	Decision Making		Individual Assignment 4 due at 11:55pm on 9/25, Monday night
	Thurs.	9/28	Personality	Chapter 9	
7	Tues.	10/3	Cultural Values & Ability	Chapter 10	
	Thurs.	10/5	No Class (Group Project Day)		
8	Tues.	10/10	Exam I Review		
	Thurs.	10/12	Exam I		Finish in-depth interview and hypotheses development for group project by October 11th Meet with Benny
9	Tues.	10/17	Team Characteristics & Diversity	Chapter 11	
	Thurs.	10/19	Team Processes	Chapter 12	
10	Tues.	10/24	Leadership: Power & Influence	Chapter 13	
	Thurs.	10/26	Negotiation		
11	Tues.	10/31	Leadership: Styles & Behaviors	Chapter 14	
	Thurs.	11/2	Organizational Culture	Chapter 16	Finish data collection and data analysis for group project
12	Tues.	11/7	No Class (Group Project Day)		
	Thurs.	11/9	No Class (Group Project Day)		
13	Tues.	11/14	Exam II Review		Individual Assignment 5 due at 11:55pm on 11/13, Monday night
	Thurs.	11/16	Exam II		

14	Tues.	11/21	No Class (Thanksgiving)	
	Thurs.	11/23	No Class (Thanksgiving)	
15	Tues.	11/28	Group Presentation Day 1	Group presentation slides and related materials due at 11:55pm on 11/27, Monday night Extra-credit submission deadline due by 11:55pm on 11/29, Wednesday night
	Thurs.	11/30	Group Presentation Day 2	