



Warrington College of Business  
MAN 3240 (Section 2910) Organizations: Structure and Behavior  
Spring 2018, MW 1:55 pm – 3:50 pm, Stuzin 104

**INSTRUCTOR** Yifan Song & Min-Hsuan Tu      **OFFICE** 204 & 208 Stuzin  
**OFFICE HOURS** MW 4:00-5:00 pm & by appointment      **TELEPHONE** 352-392-0102  
**EMAIL** yifan.song@warrington.ufl.edu      **MAILBOX** 211 Stuzin  
min-hsuan.tu@warrington.ufl.edu

When emailing me, please put in the subject line your last name and course number

EXAMPLE: MAN3240/Song: Question about....

**COURSE MATERIAL**

*Organizational Behavior: Improving Performance and Commitment in the Workplace* (4<sup>th</sup> edition), by Colquitt, LePine, & Wesson from McGraw-Hill Publishing (ISBN: 978-0-07-786256-5).

Note: There is a new 5<sup>th</sup> edition of the same book out. Either edition is fine. I will mention page numbers from the 4<sup>th</sup> edition, but the core content should be very similar across editions.

**COURSE OVERVIEW**

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 to implement these principles for your own benefit and for the benefit of an organization of which you are 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 group projects.

**PERFORMANCE EVALUATION**

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

ACTIVITY	POINTS
Exam I	100
Exam II	100
Group Project & Presentation	100
Individual assignments	80
Participation	20
Extra-credit opportunities	(+ 15)
<b>TOTAL</b>	<b>400</b>

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. I have **zero tolerance** for assignments being turned in late. Unless otherwise noted, assignments are due no later than 11:59:59 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. If you plan to give yourself a few extra days and something comes up, you 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 more than 24 hours late will receive a zero.*

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, so 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 sole 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, and 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 (at least 24 hours before the exam starts) and permission, no exceptions.**

### GROUP PROJECT

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 **January 22<sup>nd</sup>** 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 **March 12<sup>th</sup>**

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 distill 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 **April 9<sup>th</sup>**

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 **April 11<sup>th</sup> and April 16<sup>th</sup>**

All groups must upload the final version of their presentation to **Canvas** by **11:59:59 pm on Tuesday, April 10<sup>th</sup>** 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 **April 10<sup>th</sup>** 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.

*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 ASSIGNMENT**

There will be four individual assignments throughout the semester. The purpose of these assignments is to practice applying the course concepts to your own life and career, so you will receive full credit for these assignments as long as you take them seriously. More detailed information about each assignment will be provided on our course Canvas site and in class.

## **EXTRA CREDIT**

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) *Participation in management research (3-5 extra points for each study):* Voluntarily participate in a study conducted in the Department of Management. You will have to participate in management research no later than **Sunday, April 15<sup>th</sup> at 11:59:59 pm** to receive any extra credit. More details (e.g. available time slots, credits offered and study information) will be announced during the semester.
- 2) *Exam review activities (1-3 extra points for Exam I review activity and 1-3 for Exam II review activity):* 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.

- 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 **Sunday, April 15<sup>th</sup> at 11:59:59 pm** to receive any extra credit.

## READING QUIZZES

We will have a short reading quiz at the beginning of each lecture. 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. 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.

## ATTENDANCE POLICY

Students are expected to actively participate in each class session. For each class session, you are expected to have read the assigned reading for that particular session, as well as to be prepared to discuss topics in class. Exam questions are drawn from lectures, exercises, readings, and class discussion—so, missing classes will hurt your exam scores.

All students will begin the semester with 16 out of 20 participation points (a B). If you regularly attend class and voluntarily participate in discussions, your score will increase. If you regularly attend class and only participate when prompted, your score will remain at 50. If you miss multiple classes and/or never participate, your score will decrease. Furthermore, attendance is mandatory on exam 1, exam 2, guest lecture, and group presentation days (highlighted in *yellow* in the schedule). If you miss a mandatory course day, you will lose 5 points off for each day missed. If you have a valid university approved reason for missing class, you must make *prior* arrangements with me.

## CLASSROOM PROTOCOLS AND RESOURCES

### RESPECT AND PROFESSIONALISM (aka, “The Doughnut Clause”)

Although individuals might not always agree, it is important that we be respectful of others, both in the classroom and while working in teams. Please try to have a positive attitude with your colleagues (in person, online, and via e-mail). Students unable to act professionally may be asked to leave the classroom and/or discussion board, and their participation grade will thus be affected.

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.** If something of yours is audible at any point during class, you will be expected to bring in doughnuts for everyone during the next class period. As much as I would love for everyone to have doughnuts in every class, I ask that you be respectful of our time together and please silence your electronics. ☺

## **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.

## **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/](http://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](http://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.

## 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	Reading assignment	Other assignment(s)
1	Mon.	8-Jan	Course Intro & What is OB?	Chapter 1	
	Wed.	10-Jan	Job Performance	Chapter 2	
2	Mon.	15-Jan	<b>No Class (Holiday)</b>		
	Wed.	17-Jan	Organizational Commitment	Chapter 3	
3	Mon.	22-Jan	Job Satisfaction	Chapter 4	Form your groups by <b>January 22<sup>rd</sup></b>
	Wed.	24-Jan	Stress	Chapter 5	
4	Mon.	29-Jan	Motivation	Chapter 6	
	Wed.	31-Jan	Trust, Justice, & Ethics	Chapter 7	
5	Mon.	5-Feb	Perception & Learning	Chapter 8	
	Wed.	7-Feb	Personality	Chapter 9	
6	Mon.	12-Feb	Exam I Review	-	
	Wed.	14-Feb	<b>Exam I</b>	-	
7	Mon.	19-Feb	Exam I Feedback	-	
	Wed.	21-Feb	Cultural Values/Ability	Chapter 10	
8	Mon.	26-Feb	Team Characteristics	Chapter 11	
	Wed.	28-Feb	Team Processes	Chapter 12	
9	Mon.	5-Mar	<b>No Class (Spring Break)</b>		Finish in-depth interview and hypotheses development for group project by <b>March 12<sup>th</sup></b>
	Wed.	7-Mar	<b>No Class (Spring Break)</b>		
10	Mon.	12-Mar	<b>No Class (Group Project Day)</b>	-	Meet with Min-Hsuan and Yifan
	Wed.	14-Mar	Leadership, Power, & Influence	Chapter 13	
11	Mon.	19-Mar	Leadership Styles & Behaviors	Chapter 14	
	Wed.	21-Mar	Organizational Culture	Chapter 16	
12	Mon.	26-Mar	Negotiation (Guest lecture)	-	
	Wed.	28-Mar	Exam II Review	-	
13	Mon.	2-Apr	<b>Exam II</b>	-	
	Wed.	4-Apr	Exam II Feedback	-	
14	Mon.	9-Apr	<b>No Class (Group Project Day)</b>	-	Group presentation slides and related materials due on <b>April 10<sup>th</sup></b>
	Wed.	11-Apr	<b>Group Presentation</b>	-	
15	Mon	16-Apr	<b>Group presentation</b>	-	