



MAN 5246 - Organizational Behavior

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COURSE DESCRIPTION

We have spent most of our lives in organizations—from work, to school, to sports, to community involvement. Our work lives require us to work in, with, or for organizations. This is true whether we work for others or we create a business enterprise or community service organization. This course is designed to clarify how people and organizations function. It will be grounded in the latest social science research for work, workers, and organizations.

The literature can be used to enhance the effective management of people and to develop the necessary skills to improve personal and organizational performance. This will help you maximize your management effectiveness and potentially provide the source of sustained competitive advantage. Few have the knowledge and/or discipline to apply behavioral science methods and findings in their organizations, those who do may achieve an advantage. It is not easy. It takes time. It takes discipline and commitment in the absence of immediate reinforcement. But it works.

My goal is to demonstrate how to manage others effectively. We will focus on both content and process skills. With respect to content, we will examine the research literature on managing others effectively. In terms of process skills, we will address how to analyze people problems commonly encounter in the workplace without sole reliance on intuition and/or business fads. As you develop your management skills, you will become an informed consumer of *The Harvard Business Review*.

The topics we will cover include motivation, individual differences, perceptions, job attitudes, leadership, decision making, groups and team processes, power and politics, and applied statistics.

COURSE STRUCTURE

The format will emphasize lecture, discussion, in-class exercises, and cases. To maximize the limited time we have together, readings should be prepared in advance. Class time will be used to provide an overview or capstone content and address questions. Students will be called upon to respond to questions throughout the term.

COURSE REQUIREMENTS

Requirement	% of Total Grade
Quiz	10%
Team Project–Written Report	45%
Participation	10%
Final Exam	35%

Team Project-Written Report

The team project will measure the ability of your team to apply theory and research methods to an actual organizational setting. Teams of 4-6 people will prepare and submit the case. Specific guidelines and further details about the case may be found on our course site under assignments.

Technical Skills Requirement: Just as it is impossible to properly value capital expenditures without knowing capital budgeting techniques, one cannot adequately understand OB without some basic knowledge of analytical tools. Therefore, it is assumed that you have basic competence in two technical areas:

1. **Basic statistical analysis.** This includes the following content areas: descriptive statistics (mean, standard deviation), comparison of groups (t-tests), correlation, and multiple regression. These techniques will be helpful in understanding course material and performing statistical analyses necessary to complete the case exercise. Successful completion of Introduction to Managerial Statistics should provide you adequate competence here.
2. **SPSS.** Data for the case exercise will be in a Microsoft Excel format. This file must be imported into SPSS and all analyses required must be done via SPSS. The output from these analyses are required as attachments to the project. Although you probably could manage to complete the case if at least one member of your team is familiar with SPSS, this is your responsibility.

Do not worry about being a bit rusty in these areas. I will provide a review you a primer to help you brush up on the statistics. On the other hand, if you totally doubt your competency in these areas, it may keep you from successfully completing the course. If you have any questions, please see me.

Written Work: Your written work will be evaluated on multiple dimensions: 1) identification of relevant theoretical and conceptual material, 2) application of the theoretical and conceptual material to the class, 3) use of supporting evidence, 4) clarity and organization of the information presented, and 5) professionalism of the written work (accuracy of information, proper spelling and grammar, and writing style).

Group Work—Individual grades for group work will be calculated as follows: At the end of the team case, group members will evaluate the performance of everyone in the group including yourself by distributing points (average of 100 points per other group member, e.g., if there are six group members, you have 600 points to distribute). Each peer ratings must be

separated by at least 2 points. You may give a poor performing group member fewer than 100 points and a superior performing group member more than 100 points as long as the points average to 100. The group grade will be multiplied by the peer weight to obtain individual project and presentation grades.

Please consider the implications of your allocation. Any group assigning a weight that results in a failing grade for any group member must meet with me and the member assigned the failing grade for a frank discussion of the issues. The group will receive no grade (effectively a zero) until this meeting has taken place.

For example:

Averaged peer grade	85 points	90 points	118 points
Group grade	75	90	80
Individual grade	63.75 (.85 x 75)	81 (.90 x 90)	94.4 (1.18 x 80)

Team evaluations must accompany final paper. Late evaluation will cost **ALL** team members (not just the responsible member) **10% points per day** off the combined group case grade.

Class Participation

For each class session, we will assume each student has come prepared to discuss the readings. Attendance is NOT the same as participation. Commenting is NOT the same as participation. You are encouraged to draw on your own work experiences, and newspaper and journal reading to add to the understanding and application of the class materials. Comments that demonstrate meaningful engagement with the material (imparting insights about readings, contributing opinions and analyses of readings, or demonstrations, and sharing experiences related to the topic of the day, etc.) positively affect participation scores. Comments that are disrespectful, demonstrate a lack of preparation for class discussion, or otherwise adversely impact the tone or pace of the discussion will negatively affect participation scores.

The criteria are specified in the class participation self-appraisal which may be found in the **Modules** tool in E-learning under 'Evaluation'.

CLASS POLICIES

Late Assignments: You are expected to take exams and submit all assignments on time. If you cannot attend class to turn in an assignment, ask another member of the class to submit it for you. If this is not possible, please contact me prior to class. There is a 10% penalty per day for late assignments.

Academic Integrity: All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. Students are expected to pursue knowledge with integrity. The conduct set forth as violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017) includes plagiarism, receiving inappropriate assistance on exams, and inappropriate assistance on assignments. Violations of the Academic Honesty Guidelines shall

result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Code of Conduct.

Course Grievance Procedures: If you feel an assignment was graded unfairly, you may use the following procedure to voice your complaint:

- a. Within 5 days of receiving the grade, provide me with a written appeal. After 5 days, a grade is deemed final.
- b. To file an appeal, prepare a written statement detailing why you feel the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, misinterpreted meaning, etc. Stating simply that you feel you 'deserve' a higher grade because you worked hard is insufficient grounds for appeal. Performance is a combination of hard work *and* ability.
- c. Submit the written statement and the graded assignment. You will receive written notification of my decision regarding your appeal.

Accommodation for Students with Disabilities: Classroom accommodation is available for qualifying students. If you require accommodation, you must register with the Dean of Students Office. They will provide documentation that you must present to me when making an accommodation request.

Laptops and cell phones: Use of portable computing devices (laptop/tablet/notebook) during class time should be restricted to taking notes (versus answering email or surfing the internet). Please note that if this privilege is abused, I will ask that all laptop use be discontinued during class.

Cell phones, smartphones, and other electronic devices should remain off during class. That said, some situation may demand immediate attention. If you find yourself in this position, please talk to me before class so we might minimize the distraction to your classmates.

Absences: Attendance at all class sessions is expected. That said, I understand you have competing priorities and may have to miss a class. I do not believe that is appropriate for me to deem any such absences as 'excused' or 'unexcused'. As adults, I trust you to take into account the tradeoffs associated with the competing priorities in your lives and to make decisions on class attendance that best serves you and your classmates.

Keep in mind your decision affects others. If you miss a class, arrive late or leave early, do not fully prepare for class, or do not participate in class, your actions negatively affect the entire class as we cannot benefit from your comments and insights on the material. If you are absent, arrange for a classmate to take notes for you and pick up any assignments or handouts. Do not compound one absence by being unprepared for the next session.

e-Mail Correspondence: The E-learning Mail tool will be used for all electronic communication. I will check it regularly. To ensure I receive your message and I am able to respond before your deadline, please email me at least 24 hours before you need an answer, want to set up a meeting, etc.

Required Text

Scandura, TA (2016) Essentials of Organizational Behavior: An Evidence-based Approach.
Thousand Oaks, CA: Sage Publishing.

For textbook and online tools: ISBN 9781506328904

Also available as e-book via UF's All Access Program at www.vitalsource.com

Tentative Timetable and Required Readings

The following table provides a tentative schedule and required readings for the course. Slight deviations are likely. It is also likely that coverage of some topics will "spill over" into the coverage of other topics.

Date	Topic	Reading
Jan 8	Introduction to OB; Research Methods in OB	Ch 1 & Appendix
Jan 10	Research Methods in OB	Appendix
Jan 15	No Class	
Jan 17	Leadership	Ch 2
Jan 22	Perception	Ch 5
Jan 24	Job Attitudes	Ch 3 & 4
Jan 29	Motivation	Ch 7 & 8
Jan 31	Quiz & More on Motivation	Ch 7 & 7
Feb 5	Project applied & Individual Differences	Ch 3
Feb 7	Individual Differences	Ch 3
Feb 12	Individual Decision Making	Ch 6
Feb 1	Teams and Group Processes- Project Due	Ch 9
Feb 19	Teams and Group Processes	Ch 9
Feb 21	Conflict & Self Evaluation due	Ch 10
Feb 26	Final	