

University of Florida  
Warrington College of Business Administration  
MAN 3240 Organizations: Structure and Behavior  
Fall 2008  
Sections 3659, 3691, 3693

**INSTRUCTOR:** Beth A. Livingston  
**OFFICE:** 206 Stuzin  
**OFFICE HOURS:** **Tuesday/Thursday 11:30am-12:30pm (right after class), or by appt.**  
**TELEPHONE:** (352) 392-0329 (not a good way to get in contact with me)  
**MAILBOX:** 211 Stuzin  
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**TEACHING ASST.:** Charlice Hurst (charlice.hurst@cba.ufl.edu)  
**TEXTBOOK AND RESOURCES:** **Robbins, Stephen P., & Judge, T. A. (2008). *Organizational Behavior* (13<sup>th</sup> ed.) Pearson Prentice Hall Publishing.** (about \$165)  
**Student Value textbook** (about \$107):  
<http://pearsonhighered.com/educator/academic/product/0,3110,0131359843,00,html>  
**CourseSmart eTextbook**, 13/E (about \$87):  
<http://pearsonhighered.com/educator/academic/product/0,3110,0136026826,00,html>  
An additional resource is available at **www.vangonotes.com**. These downloadable mp3 notes may be helpful for some (\$2.99/chapter; \$19.95/book). Also will be available at the library.  
[**Note:** other versions of the book are available, but please keep in mind that it may make finding references more difficult and some information may not be included. Feel free to purchase those, but do so at your own risk.]

**CLASS MEETING TIMES:** Tuesdays and Thursdays 9:35- 11:30 in STUZIN 104

**Note:** Those students signed up for the live section (section 3659) must meet in class. I will take attendance and you will not be able to view the lectures via the Elearning portal.

**NOTE:** Please read this entire syllabus—it is long, but it is comprehensive.

### COURSE OBJECTIVES

This course seeks to accomplish two primary objectives.

1. Introduce you to the basic principles and concepts of organizational behavior.
2. 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.

These objectives will be accomplished through lectures, class discussion, exercises, exams, and a group project.

#### **Student Learning Objectives (from Academic Learning Compact):**

1. Understand the application of methods of scientific inquiry used in the social sciences, arts and humanities as applied to the business discipline.
2. Understand basic concepts of leadership.
3. Understand the principles of teams and groups.
4. Effectively produce, interpret and analyze written text and oral messages.

### University Guidelines

The University's honesty policy on cheating and use of copyrighted materials will be enforced in the class. Please refer to the Undergraduate Catalog and the University's Code for Student Conduct for more detail regarding these policies. <http://www.dso.ufl.edu/stg/>

Students requesting accommodations for disabilities should register with the Dean of Students Office. The Dean of Students will then provide documentation to the student, who must then provide this documentation to the instructor.

### GRADED ACTIVITIES

Point distribution by activity:

ACTIVITY	POINTS
EXAM	100
EXAM	100
EXAM	100
GROUP PROJECT	100
PARTICIPATION	100
<b>TOTAL</b>	<b>500</b>

**Note:** Exams will be multiple format (e.g., multiple choice, true/false, short answer) and questions may be drawn from every facet of class, including lectures, videos, in-class exercises, and book chapters. There WILL BE QUESTIONS on each exam which ARE NOT in the notes. Also, if I say it in class, and it isn't on the notes, you may still be responsible for it. So listen carefully.

On campus students are expected to come to class consistently, listen attentively, and add insightful comments to class discussion. Online students are expected to watch lectures, and **discuss lecture content on discussion threads, while adding insightful comments. I will post some of my own questions for the online students (or make reference to them during the lectures) but students are also encouraged to start their own discussion threads.**

### FINAL GRADES

PERCENT	POINTS	GRADE
90 – 100%	450 – 500	A
86 – 89.9%	430 – 449	B+
80 – 85.9%	400 – 429	B
76 – 79.9%	380 – 399	C+
70 – 75.9%	350 – 379	C
66 – 69.9%	330 – 349	D+
60 – 65.9%	300 – 329	D
≤ 59.9	≤ 299	F

This class is formulated such that every one of you can receive an A if you work hard enough and put in the time. I am available if you have any questions at all. However, please note that your points will determine your grade in this class; you aren't being graded on your negotiation skills. **In other words, please don't argue that you should have an A if you have 449 points at the end of the semester. You should plan ahead for the amount of points you need to meet your grade goal. With a class this large, haggling over points is not fair, nor is it efficient. I appreciate your understanding!**

Students enrolled in the on-line section can post questions on the ELearning website. Most questions will be answered within 24 hours or sooner. Both the **TA and I will only receive emails to our regular email accounts (not the ELearning email system)**. Please check the syllabus, announcements, and lectures before submitting questions about the course schedule, tests, and/or assignment dates. Please do not email BOTH the TA and the instructor (to avoid confusion). Please only email ONE if you have a question.

## **DETAILS ON COURSE REQUIREMENTS**

### **EXAMINATIONS**

The three examinations will cover all course material, including lectures, discussion, exercises, videos and the textbook. As said previously, there will be questions on the exam from the text that are not in the notes, and there may be things we discuss in class which are not written in the notes for which you will be responsible.

The examinations will consist of 10 true/false questions at 2 points apiece, 20 multiple choice questions at 3 points apiece, 2 short answer questions at 10 points apiece. A few examples will be provided to you shortly before the first exam. **Exams 1 and 2 will be held during class time for in-class sections, and online students will take the exam online between 3 and 8PM on the same days (anytime during that window). You will have 70 minutes to complete each exam.**

Please make arrangements NOW to be able to complete the exam during that window (online students). The exams will be non-cumulative. There are **NO MAKE UP EXAMS**. If you have a **university excused** absence for that test date, however, you will be allowed to count one of your exams twice.

Exams will be open book and open note, but you must work alone, and the **exams will NOT be easy**. I WILL know if you have helped one another on the exam (we have many methods). **You will NOT receive a study guide**, as the exam is already open notes/open book. However, I will go over some sample questions and a brief outline of the important concepts as a review, and you can ask any questions you'd like on exam review day. You will NEED to study prior to each exam. Do not expect to receive a curve. While I do not mind curving an exam (or throwing a question out) if I deem the exam too difficult, you should not rely on a curve to meet your goal.

**Bonus on Exam:** There will NOT be a bonus question. However, you can earn 2 points on your exam by completing the assigned case (available in the text book) for that exam PRIOR to the beginning of the exam. The case will help you to review concepts on the exam, and you will upload it to the website by the morning of the exam. More information on this bonus case will be described prior to the first exam.

**Grading Time:** Those of you who have been in my classes previously know that I am often very quick to grade. Please expect to receive your grades from your exam within three days of the exam date, unless otherwise noted. We will keep you updated. Thanks for your patience!

## GROUP PROJECT AND PRESENTATION

Students will be in charge of forming groups for the group project. Groups should be composed of 4-5 members. In class students should submit groups to me **by SEPTEMBER 16, 2008**. Online students should sign up for a group using the online group sign up sheets (see home page for the form) by the third class period. Because each online group will receive a private discussion board (only monitored by course administrators) and private chat rooms/whiteboard to create your projects, they will be helpful when discussion topics are assigned. The sign up sheet for groups on the homepage is available now. Some of you may have reservations about working in virtual groups. I assure you that the overwhelming majority of students have positive experiences working in virtual groups, and companies are more and more likely to utilize such groups with the expansion of globalization and internationalization. I am sure it will be a useful and interesting exercise for you.

The group project in this course will require some creativity. Many of you will enter the corporate world once you leave UF. Many jobs in corporate America require you to work on project teams and propose ideas to your managers or to boards of directors. Thus, for this project, each team will be a consulting team, and when you present, the class will be the board of the company with whom you are consulting.

Each group will select an existing company to “consult” with. Then, you will address two or three course concepts in a consulting project to the company. Concepts are up to you; they can be as broad as “motivation” or as narrow as “goal-setting theory”. Companies will be granted first-come, first-served. **I recommend that you do not begin working until you have gotten the OK from me on your company choice.**

It is unimportant that you know a lot about what the company really needs. Rather, it is your job to **investigate the overall background of the company and present a couple course-related topics** that you think would improve the company and how they could use the ideas. In other words, I do not want a long background into the company’s history and financial performance. Rather, I want you to demonstrate that you a) **understand course concepts**, b) **know how they are to be applied**, c) **can put together a strong and persuasive professional presentation**, and d) **you can give recommendations that seem to be feasible and applicable to the focal organization**. You must address all components effectively, thoroughly and professionally.

A key part of the presentation is to **remember your audience**—we are the board of directors of the company (or the managing team)—thus you should tailor your presentation to telling us a) **which problems you’ve identified**, b) **how they relate to the course material (using outside research where needed)**, and c) **how we can use the course topic to improve the company (implementation)**.

The presentation should be between **25-30 minutes** (so, approximately 20-30 slides) and if you are in the **IN-CLASS SECTION**, you should also bring a backup copy on CD in case of technical difficulties. **IN-CLASS STUDENTS:** Please bring one paper copy to me (you can use handout format, 3 per page) to aid in my grading.

1. **October 2nd:** Group **MUST** have chosen company and one member **MUST EMAIL ME** this company by October 2nd.
2. **November 6th:** Group **MUST** have a brief (no more than 1 page) outline **EMAILED TO ME** by November 6th. This outline only needs to list the topics to be covered in the presentation and briefly touch on some of your recommendation ideas. Nothing detailed please, just show me you’ve begun thinking about it.
3. Project is due on **NOVEMBER 20, at 11pm**.

**Failure to meet the above deadlines will result in 5 point deductions (for each) from your final project score. Detailed grading criteria for the project will be available on the Elearning home page.**

**Online students:** You also be required to provide a PowerPoint presentation, but the “presentation” will consist of notes accompanying each slide that represent discussion that would take place if the slides were presented to the class. These notes should be placed in a separate Microsoft Word document and uploaded with the powerpoint slides. They must be verbatim (as if you were doing the presenting) and ALL members of the group should participate. Thus, it should be apparent on the notes pages who will be saying what. Alternatively, if you are “tech savvy,” you can each record your segment onto .wav or .mp3 and embed the recordings into the powerpoint file instead of doing notes pages. Just make sure that it works properly, or you may get points taken off. Online students should just upload their presentations to the assignment form which is available on the home page of the Elearning site.

### **CLASS PARTICIPATION**

Since this course is discussion oriented and will utilize many experiential exercises, you will receive the most benefit by attending and participating in the class discussions and exercises. Participation is important since not only does it aid in learning the material presented, but also helps the student refine their communication skills. In fact, class discussion is the only aspect of the course in which mistakes count in your favor rather than against you, so do not miss the opportunity to improve your verbal communication skills and understanding of the course material. Also, live section students will NOT be able to watch the lectures online, so you must attend to receive the lectures.

For online students, the participation component is just as important. One of the drawbacks of the online program is the difficulty with which communication can be fostered among students and instructors. I encourage you all to discuss course topics on the course discussion board (**COURSE TOPIC DISCUSSION BOARD**) or in your private groups. The in-class section will often do group work toward the end of each class, which we will discuss afterwards. The same activities will be made available to your groups, and **you will be expected to discuss them to the best of your ability.** These are the interactions by which I will rate your participation in the course.

**Quality and quantity** of your posts matter. Thus, you will be responsible for working on multiple small discussion projects throughout the semester as part of the 100 points of participation. I understand that many of you will not be on the board daily, but you should plan on doing so weekly, or making arrangements to hold discussions alternatively if you are unable to do so. This participation component is important. I will make it very clear either via course announcements on the Elearning page or during lectures the discussions which you may work on in your groups. On average, online students will be asked to participate in one discussion per week.

Please note that **you will be responsible** for downloading the class slides from Elearning prior to class. I make these slides available for your convenience, however, please don't take this as an invitation to a) skip class, or b) to not pay attention during class. I will try to make this class as interesting as possible, going through the notes and book topics while explaining and giving you more examples of the concepts we are discussing. Additionally, at times the slides will change slightly from what is posted. All of the information will NOT be included on the slides, thus you will be expected to take notes. It may seem frustrating at times to have to fill in blanks in the notes, but I've learned the hard way that this is the best way to keep people engaged during the entire lecture. Everything said in class is fair game. **If you are in the online class and have difficulty recording notes, I suggest you find a partner in the course—or in your group—who can help you to do that.**

**NOTE:** This semester, group member ratings will NOT be factored into participation. Rather, if a majority of group members all concur that a member has been unduly absent, not pulling his/her weight, joined the group too late, etc., that person's **GROUP PROJECT score** will be affected. I reserve the right to make that judgment after collecting all of the data. Thus, I advise ALL of you to post regularly to your group board concerning the project so it's obvious that you've participated. I will only act if the evidence is apparent and the other group members contact me with their concerns.

**A detailed breakdown of how I will assess participation is available on Elearning.**

**Additionally—please turn off your cell phones and no laptops are permitted!**

### **SELF ASSESSMENT LIBRARY**

You will notice that almost every chapter has SAL assignments. The SAL website Access code should have accompanied your book. If you choose to purchase the e-book, you can either purchase access to the SAL separately or borrow someone else's copy. Though you won't be required to turn in these assessments, I do expect you to have done them. They are quite interesting, and at times I will ask for volunteers to share what they learned about themselves. These can also be great conversation starters on the discussion boards! **In fact, I will ask you to complete a couple of the self-assessments by the second class period and upload them to a web form. I will use this data to illustrate research methods.**

### **ATTENDANCE POLICY**

As a member of this class, you are expected to attend all class sessions (**in-class students only**). There are a few caveats to the attendance policy. I know that things come up and that my class is not the only class you are taking. I also understand that sometimes my class may not be your first priority. With that said, if I am giving you my utmost attention for 4 hours a week, I expect the same from you. If you need to miss my class—please email me. Let me know **AHEAD** of time that you will not be there and why. Please be honest. You may miss any 3 of my classes, if you have let me know that you will not be there. Any other absences will negatively affect your grade by 25 points for each additional absence.

**EXCEPTION: You may miss no more than ONE of your classmates' presentation days. Do not "save" up your absences for the end of the semester.**

**NOTE:** My attendance may be somewhat inconsistent this semester due to job interviews. Most of these will not interfere with class, but you'll notice that I've worked some flexibility into the schedule in order to accommodate such trips. Should something come up, I will immediately post on the announcements page of the Elearning site. Please check this regularly, **especially if you are a live section student**, because if class is cancelled, this is where you can find out about it. I will give you at least 24 hours notice of any schedule changes. Exam dates will not be affected. Thanks again for your understanding!

## TENTATIVE SCHEDULE

DATE	TOPICS	READINGS	ASSIGNMENTS
8/26	Introduction	No assigned reading	Complete short online survey: Link on homepage
8/28	Research Methods	Appendix A	
9/02	Introduction to Organizational Behavior	Chapter 1	<b>Online students: choose group</b>
9/04	Individual Differences and Behavior	Chapter 2	
9/09	Job Attitudes	Chapter 3	
9/11	Personality	Chapter 4	Complete SALs—Big 5 and MBTI
9/16	Personality	Chapter 4	<b>Live section students: choose group</b>
9/18	Perception & Decision Making	Chapter 5	
9/23	Perception & Decision Making	Chapter 5	
9/25	Exam Review	No assigned reading	<b>Exam Review</b>
9/30	Exam 1	No assigned reading	<b>EXAM 1</b>
10/2	Mood and Emotions	Chapter 8	<b>Company chosen for group</b>
10/7	Motivation	Chapter 6	
10/9	Motivation	Chapter 7	
10/14	Stress	Chapter 19	
10/16	Groups and Teams	Chapters 9 and 10	
10/21	Exam Review	No assigned reading	<b>Exam Review</b>
10/23	Exam 2	No assigned reading	<b>EXAM 2</b>
10/28	Leadership	Chapter 12	

DATE	TOPICS	READINGS	ASSIGNMENTS
10/30	Leadership	Chapter 13	
11/4	NO CLASS (unless necessary due to prior cancellation)	No assigned reading	Election day! <b>GO AND VOTE!!!</b>
11/6	Communication	Chapter 11	<b>BRIEF outline of group project due</b>
11/11	NO CLASS	No assigned reading	Veteran's day!
11/13	Conflict and Negotiation	Chapter 15	
11/18	Organizational Culture	Chapter 17	
11/20	Presentations	No assigned reading	<b>Group Presentations (3)</b>
11/25	Presentations	No assigned reading	<b>Group Presentations (3)</b>
11/27	NO CLASS (Happy Thanksgiving!)	No assigned reading	
12/2	Presentations	No assigned reading	<b>Group Presentations (2)</b>
12/4	Course Review & Summary	No assigned reading	<b>Exam Review</b>
12/9	NO CLASS (unless necessary due to prior cancellation)	No assigned reading	
12/11	Exam 3	No assigned reading	<b>Final Exam</b>

This is a tentative schedule. Slight changes may occur within each topic. Readings may be added throughout the semester. There will likely be times that I have to miss class for one reason or another. You will be given notice through the ELearning site should this be the case. The course material to be covered will then be adjusted accordingly.

#### ACCESSING COURSE WEBSITE

The MAN 4301 course is presented via UF's Elearning course management system. Create a shortcut (link or favorite) in your browser that will take you directly to the Elearning login site.

- <http://lss.at.ufl.edu>
- Select ELearning
- Log in using your Gatorlink username and password.
- Choose "**MAN3240—Livingston—Fall2008—All Sections**" from the list of courses.
- You must be registered for the course and section to enter! (Note: Sometimes the registrar's enrollment data is late arriving in ELEARNING; so if you are denied access initially, try again in 24 hours.)

**VERY IMPORTANT NOTE:** Be sure you have completed the browser and JAVA check provided on the Elearning login page. Elearning will not operate correctly if your browser/java does not meet the stated requirements!