



Warrington College of Business Administration

MAN 3240 (Sections 3659 & 3691) Organizations: Structure & Behavior
Fall 2009, MW Periods 5-6 11:45 am – 1:40 pm, STZ 104

INSTRUCTOR	Ryan Klinger	OFFICE	225 Stuzin Hall
OFFICE HOURS	MW 2:00 – 3:00 pm & by appointment	TELEPHONE	352-392-3737
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TEXTBOOK

Organizational Behavior: Improving Performance and Commitment in the Workplace (1st edition), by Colquitt, LePine, & Wesson (2009) from McGraw-Hill Publishing (ISBN: 978-0-07-353008-6)

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Organizational Behavior: Essentials for Improving Performance and Commitment (1st edition), by Colquitt, LePine, & Wesson (2009) from McGraw-Hill Publishing (ISBN: 978-0-07-811255-3)

COURSE 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 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, discussion, exercises, self-assessments, exams, and group projects.

CHAIN OF INQUIRY

If you have any *course-related* questions during the semester (e.g., general questions about assignments, projects, grading policies, exams, due dates), first, check the syllabus. If your concern isn't addressed, visit the **Course Management Q/A Discussion Thread**. Check previous postings to see if the question has already been handled. If not, post your question here. If after 24 hours your question has not been addressed, send an email to Marie, the course TA, at m.halvorsen-ganepola@cba.ufl.edu

If you have any *concept-related* inquiries during the semester (e.g., you would like a concept or theory clarified, you would like additional information about a concept) visit the discussion thread for the corresponding topic. If your inquiry has not been addressed, post your inquiry here. If after 24 hours your question has not been addressed, send an email to Marie at m.halvorsen-ganepola@cba.ufl.edu

DETAILS OF COURSE REQUIREMENTS

EXAMINATIONS

Three examinations will cover all course material, including lectures, discussions, exercises, and the textbook. The exam dates on the following schedule are firm. **Missed examinations may not be made up.** There will also be an optional final exam. You can use this exam to replace another exam grade or to substitute for a missed exam. The final is cumulative and will be held on **Monday, 12/07**.

GROUP PROJECT

The purpose of the group project is to give you an opportunity to view real-world issues through an organizational behavior lens. More specifically, during this project, you will apply theories and relevant concepts from the course to understand, explain, and address problem issues that arise on the job. There are two phases of this project. During the first phase, you will meet with your group and discuss personal issues you have faced or witnessed in employment settings...horrible experiences with a boss, boring jobs, nightmarish interaction between employees and customers, etc. The goal in this phase is simply to describe the event(s) that transpired and your reactions to these events. During the second phase, your group will revisit a particular experience and draw on the course material to attempt to understand *why* things were the way they were and then use the theories and concepts from the course to address the issue.

Groups will consist of 3 members each. You will have until **Wednesday, 09/02** to create your own groups using the sign-up sheet located on the class webpage. I will randomly assign people to incomplete groups after this deadline.

Phase I: Cases of Poor Performance and/or Commitment – 30 points

Due by 11:59pm Eastern Time on Wednesday, 09/23

Throughout the course, we will be discussing various factors that influence an employee's job performance or commitment to his or her organization. During this phase, you will pick **three (3)** topics from below and recount personal experiences where you feel that these topics were the cause of sub-optimal performance or commitment.

Phase 1 Topics:

Can you think of an instance where you or someone you know was not committed to the organization, had poor job performance, or engaged in deviant behaviors on the job due to...

- 1) *Low Job Satisfaction*
- 2) *Too much Stress*
- 3) *Low Motivation*
- 4) *MisTrust, Organizational injustice, or Ethical problems*
- 5) *Not enough on-the-job Learning or poor Decision making*
- 6) *Personality or Cultural issues*
- 7) *Low cognitive or social Ability*
- 8) *Teams that were poorly designed or couldn't function effectively*
- 9) *Poor Leadership*
- 10) *An inefficiently designed Organizational Structure*
- 11) *A harmful or inappropriate Organizational Culture*

For each of the three topics you select, you will submit a separate one page word document on the class website. This page should address the following issues:

- a) Give a brief background about the situation. What type of organization was involved? How was the group member involved in the situation? What other information would help me understand the situation.
- b) Discuss the event or situation in detail. Tell me what factors you think contributed to the problem. Was the problem resolved? How? Don't look into the upcoming chapters. Here, I am **not** looking for you to apply any theory or relevant concepts but rather for you to give a layperson's account of what happened and why.

This phase is relatively straightforward and I hope to pull some interesting excerpts from your papers

when we are discussing the material throughout the course.

Phase II: Analysis of a Selected Case – 70 points

Due by 11:59pm Eastern Time on Wednesday, 11/23

Towards the end of the semester, your group should meet again and reexamine the cases presented in Phase I. What insights have you gained throughout the semester? Select one of the three cases you submitted in Phase I and submit a 3-4 page word document in which you use relevant theories and concepts from the course to (1) explain *why* the issue occurred and (2) suggest how the issue might have been resolved. The goal of this phase is to prove that you have a firm grasp of the material and that you can apply it to the real-world. This document should contain the following sections:

- a) **Background:** Provide a brief recap of the background surrounding the situation. Provide any key pieces of information that would help others understand the situation and how the theory or theories apply.
- b) **Theory Analysis:** Select relevant theories or concepts from the course. Explain how the theory applies to the particular situation and how it can be used to understand *why* the situation played out as it did.
- c) **Plan of Action:** Assume you were given the opportunity to go back to the particular situation. Devise a plan of action that draws on the theories and theoretical implications to alleviate the problem(s) and increase performance and/or commitment. Discuss how the theory or theories apply to your plan of action. Also, provide an evaluation of the strengths and weaknesses of your plan of action.

All submitted documents should be double-spaced, 12-point font, 1” margins on all sides. Only one group member should submit a document on behalf of the entire group.

SELF-ASSESSMENTS AND QUESTIONNAIRES

Over the course of the semester, you will be asked to participate in self-assessment questionnaires. The purpose of the questionnaires is two-fold. First, they will provide you an opportunity to learn a little about yourself. Second, they will foster discussion of the key concepts and the relationships between the concepts. A link to a battery of self-assessment questionnaires will be posted on the class website. You will be responsible for completing this battery of questionnaires no later than **11:59pm Eastern Time on Monday, 08/31**.

You also might be asked to complete additional questionnaires throughout the semester. Make sure to check your gatorlink email accounts and the class websites frequently for announcements of new assessments.

PARTICIPATION

After the end of each lecture, I will open a discussion board thread. Here, I will answer any questions anybody might have about the lecture material, clear up any misunderstandings, and post any supplemental material for anyone interested in learning more about the topics covered (newspaper articles, website links, journal articles, etc.). I also encourage an open conversation about your thoughts about the material.

I expect you to use these forums to become active participants in the course. I will not offer any guidelines or a “formula” for receiving full participation, but at the beginning of the semester, everybody will start out with **40 points (80%)**. At the end of the semester, I will evaluate every student’s participation in the course. If you regularly participate and contribute to the course in a positive way, your grade may increase. If you do not regularly participate or make a positive contribution, your grade may stay at 40 points or decrease.

EXTRA CREDIT

Throughout the semester, you will be given the opportunity to complete various extra credit opportunities. These opportunities may include finding examples of OB issues in the news or entertainment media, summarizing scholarly research articles, and/or participating in management research projects. All of the extra credit opportunities will be posted on the class website. You may receive up to **10 points** of extra credit.

PERFORMANCE EVALUATION

Final grades will be based upon the following criteria, out of **500 total course points**:

ACTIVITY	POINTS
Exam #1	100
Exam #2	100
Exam #3	100
Group Project	100
Self-Assessments and Questionnaires	50
Participation	50
TOTAL	500

PERCENT	POINTS	GRADE
90 - 100%	450-500	A
87 - 92.9%	435-449	A-
84 - 89.9%	420-434	B+
80 - 85.9%	400-419	B
77 - 82.9%	385-399	B-
74 - 79.9%	370-384	C+
70 - 75.9%	350-369	C
67 - 72.9%	335-349	C-
64 - 69.9%	320-334	D+
60 - 65.9%	300-319	D
57 - 62.9%	285-299	D-
≤ 60%	≤ 285	F

DON'T CHEAT

STUDENT HONOR CODE

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 the community acceptance and enforcement of the Honor Code.

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 in paragraph XI of the Student Conduct Code. For more information on which conduct constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1- 4.017), see <http://regulations.ufl.edu/chapter4/4017.pdf>.

WEBCT DETAILS

ACCESSING COURSE WEBSITE

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

- <http://lss.at.ufl.edu>
- Find "E-Learning System Entry" and select "Continue"
- Log in using your Gatorlink username and password.
- You will see a list of all eLearning courses for which you are registered in the current term.
- Choose "MAN3240–Organizations–Structure & Behavior (Klinger) – Fall 2009 – All Sections"

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

RESOURCES

COUNSELING CENTER

The Counseling Center 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 Center is located at P301 Peabody Hall, and available by telephone to (352) 392-1575. Hours are Monday through Friday from 8 am – 5 pm.

STUDENT MENTAL HEALTH

Students may lead very demanding lives as they struggle with the developmental tasks of physical maturation, interpersonal relationships, and occupational preparation. Even a mild impairment in psychological functioning can result in significant disruption of a student's ability to learn effectively and relate appropriately. Student Mental Health Services (SMHS) of the University of Florida, a division of the Student Health Care Center, is dedicated to assisting students toward successful completion of educational programs through enhancing and maintaining their psychological and emotional well-being, providing support in situational crises, and treating them when functioning is impaired by stress or psychiatric disorders. SMHS is located in Room 245 of the Infirmary, and available by telephone to (352) 392-1171. Hours are Monday through Friday 8 am – 4:30 pm. **All services are confidential.**

STUDENTS WITH DISABILITIES

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.

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). Exam and project dates are firm.

DATE	TOPICS	READINGS	ASSIGNMENTS
08/24	Syllabus & Intro		
08/26	What is OB?	Ch. 1	
08/31	Assessment Day		Complete Online Assessment
09/02	OB Statistics and Methods		Finalize Groups
09/07	NO CLASS – Labor Day		
Part I: Organizational Outcomes			
09/09	Job Performance	Ch. 2	
09/14	Organizational Commitment	Ch. 3	
09/16	Exam Review / Catch-up Day		
09/21	EXAM #1		Exam #1
09/23	Exam Feedback		Project Part I Due by 11:59pm
Part II: Individual Mechanisms			
09/28	Job Satisfaction	Ch. 4	
09/30	Stress	Ch. 5	
10/05	Motivation	Ch. 6	
10/07	Trust, Justice, & Ethics	Ch. 7	
10/12	Learning & Decision Making	Ch. 8	
Part III: Individual Characteristics			
10/14	Personality & Cultural Values	Ch. 9	
10/19	Ability	Ch. 10	
10/21	Exam Review / Catch-up Day		
10/26	EXAM #2		Exam #2
10/28	Exam Feedback		
Part IV: Group Mechanisms			
11/02	Teams: Characteristics	Ch. 11	
11/04	Teams: Processes	Ch. 12	
11/09	Leadership: Power and Influence	Ch. 13	
11/11	NO CLASS – Veterans Day		
11/16	Leadership: Styles and Behaviors	Ch. 14	
Part V: Organizational Mechanisms			
11/18	Organizational Structure*	Ch. 15	
11/23	Organizational Culture	Ch. 16	Project Part II Due by 11:59pm
11/25	Exam Review / Catch-up Day		
11/30	EXAM #3		Exam #3
12/02	Exam Feedback		
12/07	Optional Final Exam		Optional Final Exam