



MGMT 3303
Introduction to Management
and Organizational Behavior
Fall 2018

Instructor:	Matthew Griffith, PhD
Contact:	Please contact me through Blackboard's Course Messages
Office Location:	BUSN 228
Office Hours:	Tuesday 9:15 - 10:30 am Thursday 9:15 - 10:30 am, 1:20 - 2:30 pm
Meeting Times and Location:	Section 3 (12552) – 10:30 - 11:50 am Tuesday/Thursday – BUSN 309 Section 9 (18386) – 12:00 - 1:20 pm Tuesday/Thursday – BUSN 332

Course Description

An introduction to the management functions of planning, organizing, leading, and controlling. Emphasis will be given to organizational behavior concepts, international business, ethical issues, and quality management perspectives.

Course Overview

This class provides an introduction to the topics of management and organizational behavior. My aim is to help you understand the fundamentals of what propels individual and group behavior in organizations through a blend of readings, lectures, videos, simulations, discussion, and case studies. We cover diverse topics in the course including leadership, motivation, group dynamics, personality, and other aspects involved in the effective management of human behavior. The central theme that we will use to weave these topics together is leadership: The beliefs, skills, and actions of those who are charged with guiding teams and organizations. We focus on what it takes to improve performance in others, while at the same time, developing the leader's confidence, skills, and abilities and enhancing—rather than damaging—their mental and physical well-being. This class is also one that requires you to be an active participant, in class, in group projects, online, and through simulations and other assignments.

Learning Objectives

After completing this course, you will be able to:

1. Identify and understand organizational behavior and management concepts.
2. Apply organizational behavior concepts to improve your understanding of your own work attitudes and behaviors.

3. Critically analyze and evaluate the functioning of individual, group, and organizational processes.
4. Use the best available evidence to solve problems faced by organizations and their leaders.

Learning Disclaimer

Students vary in their competency levels and you should expect to be successful *only if* you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

Text

Required: Robbins, S. P. & Judge, T. A. (2017). *Organizational Behavior* (17th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780134103983

Price: \$61.99 - \$282.20

eTextbook available at: <http://www.mypearsonstore.com/bookstore/organizational-behavior-subscription-0134132149>

Harvard Business Publishing Coursepack available at:

<https://hbsp.harvard.edu/import/560042>

Price: \$30.00

Supplemental readings and exercises will be given out during the course.

Grades

Grade Components

	Points
Simulations and Exercises	60
Leader Interview Project	75
Exam 1	126
Exam 2	126
Exam 3	126
Final Exam	126
Total	639 points

Grading Scale

Grade	Percent	Organizational Equivalent
A	90.0 – 100%	} Promoted
B	80.0 – 89.9%	
C	70.0 – 79.9%	} No Raise
D	60.0 – 69.9%	
F	0 – 59.9%	} Performance Improvement Plan } Fired

Blackboard

Blackboard is an online course management system (accessed through <https://my.utep.edu/>) which will be used as a medium for communication, turning in assignments, distributing class materials, disseminating grades, and taking exams. My recommendation is to check Blackboard every 2-3 days for updates.

Simulations and Exercises

You will participate in two out-of-class online simulations this semester—one is an individual assignment and one is a group assignment. Each student must purchase access to these through Harvard Business Publishing (link to be given in class). We will also conduct several in-class exercises and case study discussions. Your participation in simulations and class exercises, as well as the discussions that follow, is a requirement of this course. Managers rarely, if ever, operate in isolation. They solicit information and informed opinions from others, present their own views, and engage in many discussions prior to undertaking any major actions. Therefore, you must participate to be successful in the course. Preparation is important to contribute effectively in class; thus you should read the assigned material before each meeting. Students who are not present or prepared, and who do not participate in the simulations, class exercises, and case discussions will not receive credit.

Leader Interview Project

Leaders and their decisions, approaches, and styles have a large impact on others at work. During the course of the class we will discuss several aspects of organizational behavior that relate to leadership. In an attempt to connect class members with leaders from a variety of organizations and contexts, you will work in a 5 person team (assigned in class) to analyze of the strengths and weaknesses of a leader. Your task is to identify, contact, and interview a leader or manager occupying a substantial position in a large organization. **No one in your group can be related to the leader nor a member of the organization.** (The instructor must approve all selections before proceeding.) You will also need to interview at least one person who reports to that leader, and use observations, surveys, and as many other methods as you can, to learn as much as possible about the leader's interpersonal management style and impact on employee's individual and team behaviors (i.e., topics discussed in this course such as trust, satisfaction, motivation, stress, etc.). Your team will then produce a 1500 word (maximum) assessment of the leader's strengths and weaknesses, along with advice to the leader about how to improve his or her performance. To do well on this assignment, you must incorporate evidence-based concepts into your analysis and recommendations.

Exams

Three non-cumulative examinations will be given during the semester, along with a cumulative final exam. Exams 1-3 will be administered in class, during regular class times on the dates indicated on the class schedule. The final exam will be given according to the university's final exam schedule. The exams may include multiple choice, short-answer, and essay questions taken from the lecture, textbook, and supplemental readings given. No make-up exams will be allowed,

except in cases warranted by extraordinary circumstances (note that a job interview, business trip, or competing deadline at work or school is not an extraordinary circumstance), and supported with documented evidence (note that university policy does not allow make-up final exams for any reason). Students who do not provide documented evidence for missing an exam will receive zero points.

All exams will be administered online through Blackboard using the Respondus Lockdown Browser. Thus, you are required to bring an internet-connected device (Windows or Mac OS) with the Respondus Lockdown Browser pre-installed for taking for the exams. For an introduction to Respondus Lockdown Browser watch <https://www.youtube.com/watch?v=XuX8WoeAycs>. For instructions on installing the browser see https://www.utep.edu/irp/technologysupport/Files/docs/MM_Respondus-Student.pdf. If you do not have your own device, you can check out a laptop or tablet from the Technology Support Center for free (<https://admin.utep.edu/Default.aspx?tabid=74157>).

Extra Credit

There may be opportunities for extra credit throughout the semester. These opportunities will be presented to the class as they become available. They usually entail participation in research or additional assignments. If given, these points will be added to your final grade at the end of the semester.

Course Policies

Course Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Center for Accommodations and Support Services (CASS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest that you contact CASS (Union East 106; 915-747-5148; cass@utep.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Attendance and Participation

Your participation in class discussions is a requirement of this course. Therefore, you must participate to be successful in the course. Because participation is a required component, each student is expected to attend scheduled class meetings for the entire duration of the meeting. Also, preparation is important to contribute effectively to class discussions. You should read the assigned material and *before* each class meeting.

Late Work

Deadlines are firm. Any assignments which are turned in after the deadline (date and time) are late and will not be accepted. A grade of zero will apply to all late assignments.

Professionalism

Per university policy and classroom etiquette; cell phones, iPods, etc. *must be silenced* during meetings. Computers, tablets, and other types of electronic equipment can be distracting or disruptive to others. Distracting use of technology that is not related to the class will affect your grade. From the vantage point of the instructor, it is obvious when someone is not engaged in the class (e.g., texting, smartphoning, facebooking, surfing the web). In the corporate boardroom, this is a good way to isolate yourself from the team and miss out on promotions and positive performance evaluations.

Arrive to class on time. When you arrive late, you miss important information and disrupt the learning of others. Repeated tardiness will impact your participation and may reduce your final grade.

Protocols of Communication

Blackboard's Course Messages is usually the best and quickest way to contact me. I do not, however, check messages on the weekends. If you would like to send me an email, please add the following to the subject line: "MGMT 3303: <your last name, first name>". Since I get a variety of email each day, this subject line will ensure I read your email immediately.

Internet/Email

In this course, you will be expected to have daily access to the internet and email, since I will be communicating frequently about updates, additions, and changes to class and assignments. All communication between student and instructor and between student and student should be respectful and professional. Your Miners Email is the only official student email at UTEP. The class roster lists Miners Email addresses and all official class communications will be sent either through the Miners Email system or Blackboard. Students are responsible for checking their Miners Email accounts and Blackboard regularly. If you do not own a computer or have personal access to the internet, there are computers accessible to you in UTEP's computer labs that are connected to the internet. For further information on computer labs, please see the following website: <https://admin.utep.edu/Default.aspx?tabid=74319>.

Academic Honesty

Academic Integrity and Scholastic Dishonesty

Scholastic dishonesty in any form will not be tolerated and will be dealt with strictly in accordance with UTEP's *Handbook of Operating Procedures* and the Regents' *Rules and*

Regulations. Please review the policies to learn your rights, obligations, and responsibilities at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

There is a strict “zero tolerance” policy toward cheating, plagiarism, and other forms of scholastic dishonesty as they relate to all aspects of this course, its assignments, quizzes, exams, and all other activities. Any student caught violating any policy in the *Handbook of Operating Procedures* will receive an “F” for the course and will be immediately dismissed from the class. The student will also be referred to the Office of Student Conduct and Conflict Resolution for further action.

SafeAssign

We will utilize Blackboard’s SafeAssign for all written assignments in this course. SafeAssign is a tool used to prevent plagiarism and to help students identify where to properly attribute sources. It compares submitted assignments against internet, document archives, and other databases to identify areas of overlap between the submitted assignment and existing works. Accordingly, you must submit your assignments electronically through Blackboard by the date and time the assignment is due. After the assignment is processed, the instructor will receive a report that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit https://help.blackboard.com/Learn/Student/Assignments/Assignments_SafeAssign. Although your paper may be returned to you with a grade, no grade is final until a satisfactory report from SafeAssign has been received.

Student Resources

University Library

This course requires you to know where to find and how to use the best available evidence regarding management practices and processes. Libraries are your best source for this information. You are expected to know how to use the library’s resources. If you are not familiar with using the library, please ask for assistance from the library’s personnel, take workshops provided by the library, or visit the library’s website (<https://www.utep.edu/library/>).

The subject librarian for the College of Business Administration is Lilia Fernandez. Feel free to contact her with any of your research or library needs (<https://www.utep.edu/library/people/subject-specialist.html>).

University Writing Center

Effective business writing is one of the biggest weaknesses that managers have (and consequently one of the best opportunities to distinguish yourself by doing it well). Since effective writing will be part of your evaluation on written assignments, I strongly recommend you schedule an appointment with the University Writing Center for help with your writing. The University Writing Center (UWC) offers writing support to UTEP students at every level, in every discipline. Trained peer consultants provide help at every stage of the writing process,

including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the university. Consultations are available for individuals and groups. To make the best use of the UWC, visit far enough before the assignment due date to allow yourself time to revise after your consultation. You may find it helpful to browse the writing resources on their website (<http://uwc.utep.edu/>) or arrange regular weekly appointments. You can contact them by phone (915-747-5112) or schedule an appointment on their website. The UWC is located in the Library, room 227.

Disclaimer

The policies, procedures, assignments, and schedule in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or at the discretion of the instructor to ensure better student learning. It is the student's responsibility to become aware of any announced changes and to note any changes in the syllabus or course schedule.

Course Outline

Please note that the following schedule is subject to change. It is your responsibility to verify dates and assignments.

Week	Dates	Readings	General topics
1	August 28, 30	Chapter 1 <i>Ibarra & Lineback</i> “What’s Your Story”	Overview of course What is OB?
	September 3	Labor Day Holiday	
2	September 4, 6	Appendix <i>Pfeffer & Sutton</i> “Evidence-Based Management”	Research Methods Evidence-Based Management
3	September 11	Chapter 12 <i>Cialdini</i> “ <i>Harnessing the Science of Persuasion</i> ”	Leadership and Influence
	September 13		<i>Simulation: Spectrum Sunglass Company (individual)</i>
4	September 18	Chapter 13	Power and Politics
	September 20		Exam 1
5	September 25, 27	Chapter 3	Attitudes and Job Satisfaction Leader selection due Sept 25
6	October 2, 4	Chapter 4	Emotions and Moods
7	October 9, 11	Chapter 5	Personality and Values Fill out the Big Five personality scale and print your results: http://www.outofservice.com/bigfive/

8	October 16, 18	Chapter 6 Watch: https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker	Perception and Decision Making <i>Case: Carter Racing</i> Get rated at: http://www.adamgrant.net/selfgiver_taker
9	October 23		Exam 2
	October 25	Chapter 7	Motivation
10	October 30, November 1	Chapter 8 <i>Kerr "On the Folly of Rewarding A, While Hoping for B"</i> Watch: https://vimeo.com/13677854	Motivation
	November 2	Drop/Withdrawal deadline	
11	November 6, 8		<i>Simulation: Everest (groups)</i>
12	November 13, 15	Chapters 9 & 10	Groups and Teams
13	November 20		Exam 3
	November 22-23	Thanksgiving Holiday	
14	November 27, 29	Chapter 14	Conflict and Negotiation Leader Interview Papers due Nov 27
15	December 4, 6		Ethics
	December 7	Dead Day	
16	December 11	Final Exam (Section 9)	1:00 pm - 3:45 pm Good luck!
	December 13	Final Exam (Section 3)	10:00 am - 12:45 pm Good luck!
	December 15	Fall Commencement	

Matthew D. Griffith

Matthew Griffith is an assistant professor of management in the Department of Marketing and Management at the University of Texas at El Paso's College of Business Administration. He received his PhD in management from the University of Central Florida. He also earned an MBA from the J. Mack Robinson College of Business at Georgia State University, an MS from the University of North Texas, and a BA from Metropolitan State University of Denver.

Matthew's research interests include behavioral ethics, organizational justice, and the "dark" side of management such as abusive supervision. He is active in the Academy of Management, Society for Industrial and Organizational Psychology, and Southern Management Association. Prior to pursuing his PhD, Matthew worked in student affairs and intercollegiate athletics administration at several large universities.

Matthew enjoys cave diving, hiking, remodeling his house, and playing guitar.