



MGMT 3303
Introduction to Management
and Organizational Behavior
Spring 2020

Instructor:	Matthew Griffith, PhD
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Office Location:	BUSN 228
Office Hours:	Monday 10:20 am - 12:30 pm, Wednesday 10:20 am - 12:30 pm
Meeting Times:	9:00 - 10:20 am Monday/Wednesday
Meeting Location:	Business Administration 313

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 will 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 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. (2018). *Essentials of Organizational Behavior* (14th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780134523859

Price: \$59.99 - \$179.00

eTextbook available at: <http://www.mypearsonstore.com/bookstore/essentials-of-organizational-behavior-subscription-0134524705>

Harvard Business Publishing Coursepack available at:

<https://hbsp.harvard.edu/import/699094>

Price: \$30.00

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

Grades

Grade Components

	Points
Individual Memos	150
Simulations and Exercises	100
Leader Interview Project	150
Exam 1	126
Exam 2	126
Exam 3	126
Final Exam	126
Total	904 points

Grading Scale

Grade	Points	Organizational Equivalent
A	813 – 904	} Promoted
B	723 – 812	} Raise
C	632 – 722	} No Raise
D	542 – 631	} Performance Improvement Plan
F	0 – 541	} 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 at least every 2-3 days for updates.

Individual Memos

Five times during the semester, you will write a 300-600 word individual memo responding to the given prompt. Please look closely at the content of the question before answering it. In particular, on all assignments, you must utilize concepts from your readings and the class in your answer. These should be cited in the text of your memo.

These are due on blackboard at 12:00am on the due date shown on the schedule (i.e., this is proximately equivalent to saying they are due at midnight the day before class). These assignments will be evaluated on a three point scale: 10 (completed), 20 (good), 30 (great). **No late assignments will be accepted.**

Memo 1: For Memo 1, you will need to prepare written script of your personal 2-minute elevator speech. It should be between 220 words (if you're a slow speaker) and 300 words (if you're a faster speaker). The question you need to answer is "What is your 2 minute narrative about where you are going professionally and why you are the right person for that destination?" You will want to think about coherence. The Ibarra and Lineback article will help you think about this question and your personal answer. In order to earn all of the points you will need to demonstrate that you have read the article, responded to it in a personal way, and that you have prepared an elevator speech that you can deliver at your next job interview.

Memo 2: Who is a leader that you admire and hope to emulate? Why? Utilize the concepts from chapters 12 and 13 as you consider admirable leaders. (Note: this assignment has a 300 word limit.)

Memo 3: Use one or more of Cialdini's influence methods on someone else—at work or in your non-work life—to get something you want. Describe what you did and the response to your influence attempt. Use Cialdini's article to explain why your influence attempt succeeded or not. (Note: this assignment has a 600 word limit.)

Memo 4: You are the new store manager of a Target store in El Paso. There is a serious "shrinkage" problem at your store—i.e., stolen and lost inventory. Your boss is insisting that you start paying a \$100 bounty to any employee who turns in a coworker or customer who is stealing. Is this a wonderful idea or a terrible idea? Utilize the concepts from chapters 7 and 8 to support your response. (Note: this assignment has a 300 word limit.)

Memo 5: With most team projects, the focus is on the task rather than the team itself. This intuitively makes sense, yet sensitivity to team processes can be critical to a project's success. For this memo, please write a reflection of your experiences as a member of your Leader Interview and Presentation team. Please utilize the concepts learned in chapters 9 and 10 as you reflect on your experience. (Note: this assignment has a 600 word limit.)

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 above).** 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 (not including appendices) 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, 2, and 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/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://www.utep.edu/technologysupport/TSCenter/TSC_EQ_LaptopsTablets.html).

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 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://www.utep.edu/technologysupport/>.

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 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 (<https://www.utep.edu/uwc/>) 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
	January 20	MLK, Jr. Holiday	
1	January 22	Chapter 1	Overview of course
2	January 27, 29	<i>Ibarra & Lineback</i> “What’s Your Story”	What is OB? Elevator Speech (Memo 1) due 12:00 am Jan 29
3	February 3	<i>Appendix</i> <i>Pfeffer & Sutton</i> “Evidence-Based Management”	Research Methods Evidence-Based Management
	February 5		<i>Simulation: Spectrum Sunglass Company (individual)</i>
4	February 10, 12	Chapters 12 & 13 <i>Cialdini “Harnessing the Science of Persuasion”</i>	Leadership and Influence Power and Politics Memo 2 due 12:00 am Feb 10
5	February 17		Exam 1
	February 19	Chapter 3	Attitudes and Job Satisfaction Leader selection due Feb 19
6	February 24		Attitudes (cont.) Memo 3 due 12:00 am Feb 24
	February 26	Chapter 4	Emotions and Moods
7	March 2		Emotions and Moods (cont.)
	March 4	Chapter 5	Personality Fill out the Big Five personality scale and print your results: http://www.outofservice.com/bigfive/
8	March 9, 11		Personality (cont.)

	March 16-20	Spring Break	
9	March 23, 25	Chapter 6	Perception and Decision Making
	March 27	Cesar Chavez Holiday Drop/Withdrawal Deadline	
10	March 30		Exam 2
	April 1		<i>Simulation: Everest (groups)</i>
11	April 6		<i>Simulation: Everest (groups)</i>
	April 8	Chapters 9 & 10	Groups and Teams
	April 10	Study Day	
12	April 13		Groups and Teams (cont.)
	April 15	Chapter 7 Watch: https://vimeo.com/13677854	Motivation Memo 4 due 12:00 am Apr 15
13	April 20, 22	Chapter 8 <i>Kerr "On the Folly of Rewarding A, While Hoping for B"</i>	Motivation (cont.)
14	April 27		Exam 3
	April 29	Chapter 14	Conflict and Negotiation <i>Exercise: New Recruit</i>
15	May 4, 6		Conflict and Negotiation (cont.) Leader Interview Papers due 12:00 am May 4 Memo 5 due 12:00 am May 4
	May 8	Dead Day	
16	May 13	Final Exam	10:00 am - 12:45 pm Good luck!
	May 16	Spring Commencement	