Course Overview and Objectives:

The field of organizational behavior or OB, as it is generally call it, is the study of human behavior within organizations. That is, what people think, how they feel, why they think, feel and act in a certain way. If we can find answers to the above questions then we can exercise better control over human behavior and channel it towards a more efficient and effective functioning of the organization. This course deals with human behavior in organizations and with practices and systems within organizations that facilitate or hinder effective behavior. We will cover concepts and theories related to management and organizational behavior. In addition, we will also talk about some system level components such as organizational culture.

Conceptual frameworks, case discussions, and skill-oriented activities are blended within each topic. Topics include leadership, power, conflict, communication, motivation, decision-making, motivation and organizational structure design and development. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

The primary objective of this course is to equip students with the knowledge to understand, predict and motivate human behavior and help their current or future organizations in becoming more efficient and effective managers and leaders.

Other course objectives include:

- Students will develop the knowledge and skills that will help them study and understand human behavior better and apply the knowledge to real life business problems.
- Students will understand and be able to differentiate between common sense and research-based theory related to organizational behavior and apply the knowledge and concepts to real life business situations.
- Students will demonstrate an understanding of theories and concepts related to individual personality, individual learning, attitudes, values, motivation, leadership, management functions and organizational culture.
- Students will demonstrate an understanding of the role of ethics in organizational culture and behavior.
- Students will develop a better understanding of themselves through self-assessment and self-reflection.
Mission Statements and Assurance of Learning

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for all MBA graduate students:

Learning Goal 1: SoBA graduates will demonstrate integrated knowledge and understanding of various business functions.
Learning Goal 2: SoBA graduates will demonstrate strong communication skills supportive of their leadership abilities.
Learning Goal 3: SoBA graduates will demonstrate integrity and ethical behavior in individual and collective work.
Learning Goal 4: SoBA graduates will demonstrate analytical and critical thinking in decision making.
Learning Goal 5: SoBA graduates will demonstrate an understanding of emerging trends in information technology and the interplay between information technology and organizational strategy.
Learning Goal 6: SoBA graduates will demonstrate an understanding of the implications of the global business environment.

DSS Students with disabilities may request reasonable modifications by contacting me within the first two weeks of class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you through DSS to provide an appropriate accommodation. For more information, please consult http://www.umt.edu/disability.

Grievance Procedures – The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime after course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

Class Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior distracts me from teaching or students from learning will be asked to leave. This class is designed to be interactive such that we can learn from each other. As such, I require students to attend class sessions prepared to listen, contribute and ask questions. I expect student participation and urge students to participate and not worry about being right or wrong – I endeavor to reward the courage it takes to participate, not punish. It is critical that to prepare for the “sink or swim” world of business that each student learns how to speak up and share thoughts, opinions and/or ideas. The classroom is a perfect place to develop a comfort level without being judged. It is each student’s responsibility to make arrangements to get the information from missed classes from another classmate. Do not ask me what you missed or for my notes. Please make sure your cell phones are turned off or are in the silent mode. Computers may be used during class only for the purpose of note taking – if I see or am informed of anyone using their device for any other purpose that student will lose the ability to utilize their device for the remainder of the semester.
Code of Conduct:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the Student Conduct Code.


The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the SoBA Professional Code of Conduct at [http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx](http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility very seriously as do I take each student seriously. My approach to teaching is based on observation – that is, I share knowledge with you drawing on my experience in the field consistent with theory and the academic principles of the subject being taught. The intent of my teaching style is simple: provide and encourage an environment and atmosphere that inspires learning. The upshot to you of my teaching style is this - if you are not in class, you cannot learn.

Communications:

There are several ways a student may communicate with me; email is not the best or preferred way – it should only be used as a last resort. Students should use email only if they need to convey or inform me, not to correspond where a response from me is expected. When using email, Students need to use their designated university email address. Instead, I prefer and ask that students visit with me in person, call or Skype me if correspondence is required (back and forth). Under NO circumstance is it acceptable to call me at home, please only call my office number. I ask this of students not to be difficult, but instead as a way to get students to exercise discipline, develop and nurture people skills and to avoid misunderstanding, miscommunication and passive aggressive behavior in general.

Reading Assignments:

Many readings will be posted via Moodle when they are assigned. Others will be indicated and students may be required to purchase the required reading themselves. Once assigned, students are expected to complete the reading when expected and then be prepared to discuss and participate.
Grading and Scale:

Each student will receive the grade they earn. Students are responsible to keep track of their own grade. Grades for each component as well as a running total of the student’s cumulative grade can be viewed via Moodle. Under no circumstances will there be opportunities to earn extra credit.

Grading components include:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Individual Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Aptitude/Attitude Assessment and Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Case Study</td>
<td>20%</td>
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<tr>
<td>Theoretical Paper</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
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Grading scale:

- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 60-69 = D
- 59 and below = F

Participation:

All students are expected to participate in class discussions. Students will be fully prepared to engage in active learning through discussion and interaction. It is my responsibility to manage the classroom, not yours. I expect your contributions to be thoughtful, purposeful, professional and clearly articulated. Be mindful of the words you choose as well as the manner in which you choose to offer them. All contributions must be made during class so the entire class can benefit. This means that participation cannot be earned by engaging me individually, outside of class.

Aptitude/Attitude Assessment and Evaluation:

Students are required to conduct an analysis of self: strengths and weaknesses both in terms of skills and qualities of character. Once students have conducted the analysis of themselves, 4-5 acquaintances (family member, co-worker, friend, faculty, etc.) must be asked to offer their impressions of your attitude and aptitude. You’ll compare these data to your own to determine what impressions others have of you that are different from your own assessment of yourself. Once evaluated, you’ll prepare a statement of primary strengths that are most likely to help you succeed professionally and the primary weaknesses that will most likely prevent you from achieving success. Finally, you’ll need to identify and communicate how you intend to address the weaknesses identified.

Individual Case Study:

In this course you are required to analyze one Harvard Business Case study (TBD). The case will be posted on Moodle or you can access the case from the Harvard Business Publishing website. After reading the case you are required to answer some questions related to the case study. Your case report needs to be turned in a written format, single spaced, using 12-point Times New Roman font and 1” margins.
Criteria for Evaluation of Case Analyses

♦ **Synopsis**: The very first thing that you are required to do is to provide a synopsis or an executive summary of the case. It should not be more than one page in length.

♦ **Theory**: How well do you apply and integrate appropriate concepts, theories and other materials from the chapters, readings and lectures?

♦ **Data**: How efficiently do you utilize evidence from case materials in order to develop your arguments, to draw proper inferences, & to support your arguments?

♦ **Analysis**: How well do you integrate theory and information in order to present a coherent/integrated picture of the case and in the identification of the key managerial and organizational issues?

♦ **Recommendations**: By making use of the facts of the case, how well can you translate your analysis into an action plan that can prove to be helpful in solving the issues and problems of the current case? Also discuss the way in which your recommendations can be implemented

♦ **Organization and Writing**: How clear and well organized is your writing? Please remember it needs to be of professional quality.

Theoretical Case Analysis Paper:

All students will submit a written paper exploring one of the common theories in the field of organizational behavior (Scientific Management, Contingency, Cultural, Bureaucracy, Systems). Students are required to identify a company and apply a theoretical analysis of OB to the company. All necessary research and reading in order to conduct this theoretical analysis is to be performed by the student. All topics and topic materials must be approved by me no later than September 17. Papers are due on Oct. 15. Papers should be no more than 10 pages in length; style and format of papers similar to the individual case study. More details provided in class.

Final Exam:

The thrust of this exam will be based on the cumulative topics, including readings that we have covered in this course.
Topic Outline:

Following is an outline of the topics we will cover over the ten week course of the semester – through Oct. 29

I. Introduction
   a. Class: Expectations
   b. OB

II. Leadership, Management & Power

III. Self-Assessment
   a. Strengths, Weaknesses
   b. Personal & Professional Development

IV. Review/Overview of OB Theories
   a. Scientific Management (Classical)
   b. Contingency
   c. Systems
   d. Cultural
   e. Bureaucracy

V. Conflict
   a. Conflict – approach to
   b. Value of
   c. Managing

VI. Communication

VII. Decision-Making

VIII. Motivation
   a. What is it?
   b. Concepts & Theories
   c. Incentive & Reward

IX. Value System

X. Culture, Cultural Attitudes & Diversity in Organizations

XI. Leadership & Management
   a. Style
   b. Power, Politics & Networking

XII. Organizational Structure & Design
   a. Recruiting
   b. Mentoring, Training & Career Development
   c. Evaluating Performance
   d. Job Satisfaction