

Organizational Behavior BMGT 640

**Weeks 1-10, Fall Semester 2021
Room, GBB 119**

Section 60: M 4:00-5:50 PM

Section 61: M 6:10-8:00 PM



Course Objectives:

This course draws on insights from theory and practice to better understand how and why people think, feel, and act in organizational settings. This has always been important but it has become especially important in the modern workplace where employees are increasingly expected to work with peers, superiors, and subordinates across hierarchical and departmental lines to get the job done.

Indeed, most mid to large sized companies will formally evaluate you for promotions not just based on your technical skills but your ability to get work done with and through others. A key objective of this course is to help you become more skilled at managing the many interpersonal challenges of the workplace. With careful study and hard work, you can improve your ability to understand and work successfully with other people in the workplace. It is unlikely that this course will completely transform you and your thinking. But even if it makes you only a few percentage points more effective in your interpersonal interactions, this small increment, like compound interest, is likely to lead you to a far better place down the road.

Learning Expectations:

This course is designed to build on students' functional understanding of organizational behavior. Students are expected to demonstrate communication skills, ethical decision making, and professionalism in the classroom. Positive contribution to class discussions is required.

Students are expected to complete the readings and other preparations, including any assignments PRIOR to class. Students will find that the lectures, discussion materials, and exercises supplement the readings instead of serving as a review of the material covered in the readings. As such, students are expected to diligently complete the readings and be prepared to ask questions regarding any materials that they do not understand. The expectation is to have a highly interactive learning environment.

Required Readings:

- Harvard Business Publishing Coursepack: UM MBA Organizational Behavior 2021; Cost: \$29.75; Purchase online using this link: <https://hbsp.harvard.edu/import/855370>
- The Practice of Adaptive Leadership, Heifetz, Linsky, & Grashow; Cost: ~\$30.00; Available from multiple sellers in Hardcover and digital formats
- All other required readings are provided in Moodle.

Evaluation Criteria

A93% and above	B83% to 86%	C73% to 76%
A –90% to 92%	B –80% to 82%	C -70% to 72%
B +87% to 89%	C +77% to 79%	FBelow 70%

Requirement	Weight
1. In-class/online discussion (individual work)	10%
2. Assignments (individual work)	25%
3. Capstone Company Case Study Project (individual work)	15%
4. Adaptive Leadership Project (individual work)	25%
5. Team Debate (group work)	25%

Description of Requirements:

This class consists of a combination of readings, group discussion, and practical application (i.e. through exercises and cases). You are strongly encouraged to participate in all these events as they are the central component of the course. You will participate in and analyze various cases or exercises.

Your learning experience depends on personal participation and involvement. Sharing your perceptions and ideas with others is critical for learning and understanding. You should be prepared to take some risks and to be supportive of others' efforts to do the same. You should also be prepared to observe the guidelines outlined below as these promote a more relaxed and productive class atmosphere.

The course is flexible format, which means that you can attend live in Missoula, live via Zoom, or participate via online discussion boards. I strongly suggest that you attend live (either in person or via Zoom) whenever possible, because you will get a lot more out of the course if you participate in our in-class discussions.

Individual work:

- 1. In-class discussion (10%):** For each course topic, there will be required readings and other materials available in Moodle. You are expected to peruse all required materials associated with each Monday class meeting *by the Sunday before class*. During class time, everyone will be expected to participate – I may call on you. This is not to put you on the spot, but to make sure everyone has a chance to contribute. Students who are unable to attend class due to work commitments will fulfill the in-class discussion requirement using the “Continue the Discussion” forum for any class they miss. Take the time to do good work on this – it is to replace a two-hour class session, so put in the effort! Refer to the Moodle discussion forum for detailed instructions. Initial post is due by the **Wednesday after class**. Response to a colleague’s post is due by the **Friday after class**.
- 2. Assignments (25%):** There are several assignments associated with the course, each to be completed independently and turned in via Moodle throughout the semester. Details and due

dates for each assignment are provided in the Course Schedule and in Moodle under each of the topics covered. No late assignments will be accepted.

3. **Capstone Company case study project (15%):** In this project, you will choose a skill to develop throughout the course of the semester and will report on your activities and what you learned at the end of the semester. More details and due dates for this project are available in the course schedule and in Moodle under the weekly topic folders.
4. **Adaptive Leadership project (25%):** In this project, you will develop your adaptive leadership skills through addressing a thorny challenge you are currently facing at work. We will use in-class peer consulting sessions to help you develop your strategy. More details and due dates for this project are available in the course schedule and in Moodle under the weekly topic folders.

Group work:

Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade. I understand that meeting as a team can pose logistical difficulties. I suggest that you work out a weekly meeting time in advance and hold team members accountable. If you have difficulty meeting face-to-face, please use Zoom, Slack, or other project management tools to collaborate.

5. **Group project: Team debate (25%):** The purpose of this assignment is to debate a controversial topic in the field of Organizational Behavior. Consequently, the assignment will also help your classmates understand a controversial OB issue.

In the first week of the semester, you will identify the three debate topics you find most interesting. I will assign you to teams based on these choices. All teams will be expected to conduct themselves in keeping with traditional debate etiquette (see Method 2):

<http://www.wikihow.com/Debate>

Procedure: Each team will present arguments in support of their position for up to 7 minutes. Following the initial presentations by the teams, there will be a 2-minute break during which time each team will prepare a rebuttal. Each team will then be given 2 minutes to counter the arguments presented by the opposition and to provide further evidence and logic to support their own position. After rebuttals, there will be a 1-minute break for the teams to collect their thoughts. Finally, each team will have 2 minutes to present their closing statements.

The time guidelines are strictly enforced. For example, at the end of 7 minutes for the initial presentation, the presentation will be stopped whether all the material has been presented. Thus, it is important that your team carefully consider what information is going to be presented and practice the presentation, so all your arguments fit within the allotted time.

Format: Each team can choose the format and style of their presentation, although a **visual presentation is required for the initial arguments**. In general, teams should ensure their presentations are professional in nature, based on logical arguments, and *reliant on current research* and *not simply the opinions of team members*. Teams are expected to thoroughly research their topic, consulting current periodicals, academic sources, and/or, to a limited

extent, the Internet (if you use Wikipedia as a starting point, you must go to the original sources of the material you find there!)

Strive to demonstrate throughout that you understand and can appropriately apply the course material but do not simply repeat material covered in the text or class. Examples of some of the journals and other periodicals you could access include: *Journal of Management*, *Academy of Management Executive*, *Harvard Business Review*, *Journal of Vocational Behavior*, *Newsweek*, *Time Magazine*, *Business Week*, *Fortune*, *Fast Company*. If you have a question about the appropriateness of an article or book, please ask me before you use it. You are encouraged to use visual aids, handouts, examples, etc. Do not wait until the last minute to prepare for the debate! Doing quality work on this project requires significant research and preparation.

Schedule: Debates will take place throughout the course according to the course schedule.

Topics:

Social networks are necessary to get ahead in your career

Working hard and achieving results is important, but an effective social network is needed if you want to move ahead. Pro or con?

Conflict is the enemy

Conflict on teams can be devastating – and it should be carefully avoided if teams want to make wise decisions that can be successfully implemented. Pro or con?

Extrinsic rewards are the most effective tools managers have for motivating employees

Managers must provide extrinsic rewards to get the best performance out of their employees. Pro or con?

Leadership is all about the situation

Ultimately, leadership depends upon the situation, or context. Some people will rise to the top in certain situations and fail to be effective leaders in others. Pro or con?

Boards of directors need quotas for women

Countries around the world should follow Norway's lead and require corporations to allot a certain minimum percentage of board seats to women. Pro or con?

Grading: The debate will be weighted according to substance and presentation/style. The breakdown of these elements is provided below. In addition, the students watching the debate will vote (by secret ballot) for the winner of the debate, and I will use these student evaluations to award a 1-point bonus to the members of the winning team.

The debate will be graded on the following dimensions:

Strength/Logic of Arguments (20%)

Use of Evidence (10%)

Follow-up questions/Rebuttals (10%)

Presentation (20%)

Peer evaluation (40%)

Peer evaluation (40% of overall debate grade)

You are expected to be a reliable and productive teammate and contribute your fair share to the team tasks. At the end of the semester, your teammates from both teams will each grade your performance (anonymously via survey) and the average of these grades will constitute your Peer Evaluation score (40% of your debate grade).

Course Expectations

Being Prepared

Students are expected to read assigned material prior to class and participate in class discussion and activities. Do not be afraid to participate because of the size of the class and never hesitate to ask questions. If you do not get an opportunity to ask your question during class, stop by my office or feel free to contact me via e-mail.

Professional Behavior

There are very high expectations about professional behavior in the classroom. The following unprofessional behaviors are disruptive to everyone, so please do not engage in them:

1. Arriving late or leaving early.
2. Holding side conversations, even if they are related to the class topic, while others are speaking.
3. Inattention (reading unrelated materials or doing work for other classes).
4. This course is “unplugged.” Please turn off all cell phones, iPods, pagers, etc. during class meetings. You may use a laptop or iPad if that is your preferred method for taking notes, but no surfing!

College of Business Core Values

Students first: We educate the whole person

Experiential learning: We create experiences that matter

Thought leadership: We create rigorous and relevant knowledge

Stewardship: We value people, planet and profit

As part of our assessment process and assurance-of-learning standards, the MBA program has adopted six learning goals for our students.

MBA graduates will demonstrate:

1. Integrated knowledge and understanding of various business functions.
2. Strong communication skills supportive of their leadership abilities.
3. Integrity and ethical behavior in individual and collective work.
4. Analytical and critical thinking in decision making.
5. An understanding of emerging trends in information technology and the interplay between information technology and organizational strategy.
6. An understanding of the implications of the global business environment.

Administrative notes:

Moodle

All class-related communication will be done through Moodle. I will post class notes, any additional readings or other materials, and announcements on this site.

Ethical Guidelines

All students are expected to follow the Student Conduct Code.

(http://www.umt.edu/vpsa/policies/student_conduct.php).

This requires that you clearly give credit to the work of others—ideas, data, direct quotes, paraphrasing must all be clearly referenced. I will run your assignments through TurnItIn, a plagiarism detection program, which will compare your assignment to those in its database.

Students with Disabilities

If there are any students who have special needs because of a learning disability or any other kind of disability, please contact me during the first week of class so that we can make appropriate accommodations to ensure you receive the full benefit of the course. Disability Services for Students can be reached at (406) 243-2243 (Voice/Text) or dss@umontana.edu. Their website can be accessed via this link: <http://www.umt.edu/dss>.

Basic Needs Security

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

1. Food Pantry Program: UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).
2. ASUM Renter Center: The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity here: <http://www.umt.edu/asum/agencies/renter-center/default.php> and here: <https://medium.com/griz-renter-blog>. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.
3. TRiO Student Support Services: TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online here: <http://www.umt.edu/trioss/apply.php#Eligibility>.

Please contact me any time for help if you are comfortable doing so. I will do my best to help connect you with additional resources