University of Cincinnati
MGMT – 3080: Management
Summer, 2018

Instructor: Patrice Morris, MBA
Email: morrispo@ucmail.uc.edu
Office Hours: As needed, please let me know in advance and we’ll arrange a time to meet.

Course Description and Objectives

In this course, students will learn and apply the principles of organization behavior. We will examine a number of concepts and theories and explore the impact that these have on problems and issues confronting today’s managers. Class sessions will consist of lectures, activities, self-assessments, and other activities that are designed to help students acquire the vital skills that leaders need to improve organizational relationships and performance. By the end of this course, students will be able to:

1. Identify and articulate organizational behavior concepts.
2. Apply the learned concepts to obtain a greater understanding of appropriate related leadership behaviors.
3. Assess and develop these behaviors in themselves, their teams and their organizations.

The Lindner College of Business is committed to developing high-performing, job-ready graduates who exhibit the elements of PACE. This course addresses several elements of the PACE framework, including:

P – Professionalism: You will develop a greater understanding and appreciation for professional attitudes, communication, behaviors and teamwork that are essential in being successful within any organization.

A – Academics: You will develop and strengthen your analytical skills through the application of theory to analyze “real world” business cases.

C – Character: You will develop a better understanding and appreciation for different personality traits and individual differences those successful employers and individuals exhibit in organizations.

Course Methods and Format

I won’t just be utilizing lectures to teach, but I will engage you in the learning process to motivate you to practice higher-level critical thinking skills and to promote meaningful learning experiences that you can utilize in the “real world”. This practice of student-centered approach to instruction helps everyone to successfully achieve the course learning goals. What is needed from you is your full preparation and active participation, two important keys to success in this class. Prior to each class
session, I will provide a reading assignment and required pre-class preparation. During class, we will engage in several learning activities throughout the semester, requiring your full involvement. I will strive to make the class interactive and to keep you both motivated and challenged, and you must be involved on a regular, on-going basis.

I will be using BlackBoard for posting announcement, slides and other course documents as needed. Therefore, my suggestion will be to check the site frequently.

You will have one out-of-class assignment and some in-class team activities throughout the semester. You will be assigned to a team early in class, and I ask that you sit with your team so that we can quickly transition when it is time for team activities.

### Teaching/Course Philosophy

I believe in the 4 C’s of instruction:

1. Teaching with **Compassion**
2. Teaching with **Candor**
3. Teaching with **Contemplation**
4. Teaching with **Courage**

Along with this, it is my responsibility to provide you with resources and to assist you in gaining new perspectives and knowledge, but ultimately, learning is your responsibility. To this end, my suggestion is that you come to every class prepared (completing all readings and outside assignments) and with your willingness to contribute to our learning environment.

### Optional Materials

#### Textbook

While the textbook is not required, it may be able to help you with additional information on the topics we will discuss in class and that you will be tested on. We have an adopted an online version of the required text for this course across all sections of this class. This has enabled us to offer a discounted rate for students. The set of materials that we require for this class is the McGraw-Hill ConnectPlus for the textbook *Organization Behavior – Improving Performance and Commitment in the Workplace*. ConnectPlus comes with full online resources (required in this course) as well as an eBook copy of the required text.

If you purchase ConnectPlus by following the instructions below, it will cost $100. If you purchase ConnectPlus through the bookstore, it will cost about $130. If you want a hardcover version of the textbook, see the instructions below. **You will need access to the online resources to do the assigned quizzes.**

**ConnectPlus**

The McGraw-Hill ConnectPlus system is integrated with the Canopy website. You can access the ConnectPlus assignments through the “Chapter Quizzes” link to the left side of your screen.

To obtain the $100 access to ConnectPlus, you must purchase it by going through the Canopy site. If you purchase from the bookstore, it will cost more. To purchase ConnectPlus, first click on the “Chapter Quizzes” link. You will then see an assignment called “Register for ConnectPlus.” Simply by trying to access this assignment, you should be prompted to purchase these materials. There is no actual assignment here; this is just a tool to allow you to register. Let me know if you have trouble.

**Grading Scale**

Grades can be checked in Blackboard. I will work to keep those updated throughout the semester. Canopy will keep you updated regarding your score on specific assignments, but you are expected to understand the grading policies in this course and make any necessary adjustments to calculate your actual grade.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes (10 @ 10 points each)</td>
<td>100 points</td>
<td>(20.0%)</td>
</tr>
<tr>
<td>Exams (2 @ 125 points each)</td>
<td>250 points</td>
<td>(50.0%)</td>
</tr>
<tr>
<td>Application Papers (2 @ 50 points each)</td>
<td>100 points</td>
<td>(20.0%)</td>
</tr>
<tr>
<td>Professionalism and Contribution</td>
<td>50 points</td>
<td>(10.0%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500 points</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

**Final grades for the class will be assigned as follows (grade is out of total points):**

- 94% ≥ A
- 90-93.99% = A-
- 87-89.99% = B+
- 84-86.99% = B
- 80-83.99% = B-
- 77-79.99% = C+
- 74-76.99% = C
- 70-73.99% = C-
- 67-69.99% = D+
- 64-66.99% = D
- 60-63.99% = D-
- <60% = F

- All assignments should adhere to the page lengths specified in the directions, double space with Times New Roman 12 point font and 1 inch (2.5 cm) margins, unless otherwise noted. Any deviation to these instructions could result in a loss of points.
- All assignments must be submitted on Canopy in the designated folder prior to the beginning of class.
- Any assignment handed in late but within 24 hours of the due date, will be penalized 5%. Assignments will be penalized an additional 10% for each 24-hour period late.
Grading Components

Chapter Quizzes
There are 12 chapter quizzes accessed through the online resources associated with your textbook. Each of these quizzes have 10 or 20 questions, and the assignment is graded on a pass/fail system. If you score 60% or higher on the quiz, you will earn full credit (10 points), if you score less than 60%, you will earn 0 points. You can drop your 2 lowest quiz grades, so if you miss a quiz, you will not be allowed to make it up, that will just be the quiz that you drop. To facilitate learning, these quizzes are due by 11:59pm on their due dates. You are encouraged to work ahead and not plan to do the quizzes at the last minute, just in case you have technical problems.

Exams
There are two noncumulative exams (each worth 125 points). You will need to have extenuating circumstances to make these exams up, so please be sure you are in class to take all exams.

Application Paper
To integrate and apply course concepts covered in each module, you will complete three application papers. These application papers are designed to allow you to demonstrate understanding of course concepts and to develop critical thinking perspectives on exercises that you have participated in during this class.

- **How do Application Papers work?** Throughout the quarter, we will be engaging in exercises, cases, and other forms of learning that are designed to translate textbook knowledge into actual experiences. I have identified seven of these activities as “Application Paper” activities. You will be participating in all activities, and must choose two to write up as an application paper. Each paper will be approximately 2 single-spaced pages.

- **What should the Application Paper include?** Each paper will include four sections, corresponding to the four stages of Kolb’s Learning Cycle (discussed in class on the first day of class): Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

- **How will the Application Paper be evaluated?** Each paper is worth 50 points, and will be evaluated on your ability to work through the four stages of Kolb’s Learning Cycle, as well as your professionalism. Application paper expectations and a grading rubric will be available on Blackboard, under the Application Papers tab.

- **When do I turn in my papers?** Each paper is due one week after the activity was experienced. A full listing of application paper activities and their due dates are provided below. Late application papers will lose 10% per day that it is late, so be sure to turn yours in on time. Please submit these papers via Blackboard under the Application Paper Folder.
• What else do I need to know? Plan accordingly. I will not accept an application paper for those days you were not in class to experience the activity. I also recommend that you wait to get feedback on your first application paper before completing additional papers. There will be no “do-overs.”

<table>
<thead>
<tr>
<th>Date of Exercise</th>
<th>Class Topic</th>
<th>Activity Name</th>
<th>Application Paper Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/15/18</td>
<td>Job Satisfaction</td>
<td>Cardiotronics</td>
<td>5/22/18</td>
</tr>
<tr>
<td>5/24/18</td>
<td>Trust, Justice &amp; Ethics</td>
<td>Vanatin Exercise</td>
<td>5/31/18</td>
</tr>
<tr>
<td>5/29/18</td>
<td>Decision Making</td>
<td>Bomb Shelter</td>
<td>6/5/18</td>
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<tr>
<td>6/5/18</td>
<td>Personality</td>
<td>Myers Briggs</td>
<td>6/12/18</td>
</tr>
<tr>
<td>6/7/18</td>
<td>Teams</td>
<td>Murder One Activity</td>
<td>6/14/18</td>
</tr>
</tbody>
</table>

Professionalism and Contribution

Being that this is a business course; I expect you to exhibit professionalism always. Professionalism includes several dimensions, all of which will be tracked throughout the semester. If a student is actively participating, or makes a good comment, I will ensure that I recognize this. Similarly, if a student is not participating or is actively distracting others, I will ensure that this is also recognized. Professionalism is worth 100 points towards your final grade.

a. **Attendance.** I expect that you will attend class. This is not a straight lecture class; you will be engaging in the lecture and sharing your viewpoints to enrich class discussion and there will often be interactive activities. Please note: missing more than 1 class will not impact your grade in this area; however, missing more than 1 class, especially with the pace of the class will influence your grade.

b. **Punctuality.** I expect that you will come to class on time, and remain until class ends.

c. **Preparation.** I expect that you will come prepared for class by completing the reading and assignments for each day.

d. **Attentiveness.** I expect that you will pay attention during class, and refrain from talking to others. If you use your laptop during class, I expect that it will be to view the class slides online; if you are not viewing class slides, your laptop should be closed and put away. I expect that you will not distract other students. I expect that your cell phone will be on silent during class, and that you will attend to it only in case of family or other emergencies.

e. **Participation.** I expect that you will participate in class, both individually and as part of your project team, through making comments, asking questions, and being engaged in the class material. Given the learning tools of class discussion and other activities, there should be ample opportunity for all students to share their thoughts and perspectives, and I will look for you to make frequent high quality contributions throughout the semester. Quality participation includes comments that: (1) move the discussion forward; (2) prompt comments from other class members; (3) relate relevant
personal experiences or outside materials to the discussion; and (4) are thought-provoking and unexpected (vs. “safe” answers).

Your grade will be assessed using a combination of attendance records and judgments regarding your professionalism and contribution.

**Opportunities for Providing Feedback**

I am very interested in receiving your feedback on how the course is going. There will be two opportunities for providing anonymous feedback. The first will occur approximately midway through the quarter, where I will ask you to provide feedback on specific aspects of the course. Using your feedback, I will make every effort to modify the class to better meet students’ needs and address major concerns, although I cannot promise to implement every change that is suggested. The second will occur at the end of the quarter, using the college’s feedback forms.

**Additional Course Policies**

- **Withdrawal/Drop.** According to University policy, you must drop the course by the date stated by the UC Registrar in order for it to not appear on your academic record.
- **Canceled Classes.** If the University cancels classes on a regularly scheduled class day, any assignments will be due on the next regularly scheduled class. Please be sure to check Canopy for updates to our schedule and assignments.
- **Incomplete.** Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, if you do not complete all course requirements will be assigned the lowest grade corresponding to the number of points you have received.
- **Late papers.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due.
- **Special needs policy.** If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this Form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.
- **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family
conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

- **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required to forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

- **LCB Weather Related Protocol:** When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](https://www.uc.edu/titleix) and declare an emergency closing. The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed. Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Canopy, and/or if the class will meet virtually during the closure.
## Preliminary Schedule

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Reading and Other Pre-class Preparation</th>
<th>Application Paper Exercise (Must write up 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 5/8</td>
<td>Introduction</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>What is Organizational Behavior</td>
<td></td>
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<tr>
<td>H 5/10</td>
<td>Job Performance &amp; Commitment</td>
<td>Chapter 2</td>
<td></td>
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<td></td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>T 5/15</td>
<td>Job Satisfaction and Motivation</td>
<td>Chapter 4 Quiz</td>
<td>Cardiotronics (Team)</td>
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<td>Chapter 6 Quiz</td>
<td></td>
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<tr>
<td>H 5/17</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 5/22</td>
<td>Trust, Justice 7 Ethics</td>
<td>Chapter 7 Quiz</td>
<td>Vanatin (Team)</td>
</tr>
<tr>
<td>H 5/24</td>
<td>Learning &amp; Decision Making</td>
<td>Chapter 8 Quiz</td>
<td>Bomb Shelter (Team)</td>
</tr>
<tr>
<td>T 5/29</td>
<td>No Class, prepare for exam with posted study guide</td>
<td>Over chapters 1, 2, 3, 4, 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td>R 5/31</td>
<td>Exam 1 (11:30 – 2:00pm)</td>
<td>Over chapters 1, 2, 3, 4, 6, 7, 8</td>
<td>Myers Briggs, what you learned about your team and yourself and what does it all mean</td>
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<tr>
<td>T 6/5</td>
<td>Personality and Ability</td>
<td>Chapters 9 Quiz</td>
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<td>Chapter 10 Quiz</td>
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<td></td>
<td></td>
<td>Complete Myers-Briggs and have results</td>
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<tr>
<td>R 6/7</td>
<td>Teams: Processes &amp; Communication</td>
<td>Chapters 11 Quiz</td>
<td>Murder One Activity</td>
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<td>Chapter 12 Quiz</td>
<td></td>
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<tr>
<td>T 6/12</td>
<td>Leadership Power and Negotiation</td>
<td>Chapter 13 Quiz</td>
<td></td>
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<tr>
<td>R 6/14</td>
<td>Leadership Styles and Behaviors</td>
<td>Chapter 14 Quiz</td>
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<tr>
<td>T 6/19</td>
<td>Organizational Structure</td>
<td>Chapter 15 Quiz</td>
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<td></td>
<td>Organizational Culture</td>
<td>Chapter 16 Quiz</td>
<td></td>
</tr>
<tr>
<td>R 6/21</td>
<td>Exam 2</td>
<td>Chapters 9, 10, 11, 12, 13, 14, 16 and related materials</td>
<td></td>
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</tbody>
</table>