

22-MGMT-380H: Management - Honors Summer, 2011

Instructor: Dr. Suzanne Masterson
Office: 517 Lindner Hall
Phone: 556-7125
Email: suzanne.masterson@uc.edu
Mailbox: 538 Lindner Hall

Class Time: Monday/Wednesday, 9:00-11:45 a.m.
Classroom: 218 Lindner Hall
Office Hrs: Monday/Wednesday, 12:00-1:00 p.m.,
and by appointment

Course Description and Objectives: In this course, students will learn and apply the principles of organizational behavior and theory. We will examine a number of theories and concepts, and explore how these relate to problems and issues confronting managers today. The course covers the varied and interwoven levels of management: individuals, groups and organizations. By the end of the course, you will be able to:

1. Articulate the key theories and ideas associated with organizational behavior;
2. Identify and describe managerial behaviors related to these theories; and
3. Apply these theories and concepts to yourself, to teams and groups, and to organizations.

Course Philosophy, Methods, and Format: My expectation is that you will be active and involved learners; my role is to facilitate your learning. Given the accelerated nature of this class, it is essential that you come to class prepared. In each class session, we will cover one or more chapters, analyze a mini-case (usually presented by a student team), and engage in an application activity relating to the day's topic. Overall, each class session should be a lively and interactive experience, and it is important that every student come to class having read the materials and being prepared to actively participate in whatever the day brings.

Required Materials:

Colquitt, J.A., LePine, J.A., & Wesson, M.J. 2011. *Organizational Behavior*. 2nd ed. McGraw-Hill/Irwin. ISBN : 13: 978-0-07-739822-4

Cases and a reading from *Harvard Business Review*, available from the University of Cincinnati's Library online resources.

I will utilize Blackboard (blackboard.uc.edu) for posting announcements, slides, and other course document as necessary. Therefore, I suggest you check the Blackboard site frequently.

Evaluation of Student Performance:

Take Home Exam	150 points
Application Papers (2 @ 75 points each)	150 points
Team Case Analysis	
Written Analysis	50 points
Presentation/Leadership of Class Discussion	50 points
Professionalism	50 points
<hr/> TOTAL	<hr/> 450 points

Final grades for the class will be assigned as follows:

93% (416-450) = A	83% (371-388) = B	73% (326-343) = C	63% (281-298) = D
90% (403-415) = A-	80% (358-370) = B-	70% (313-325) = C-	60% (268-280) = D-
87% (389-402) = B+	77% (344-357) = C+	67% (299-312) = D	Below 60% (0-267) = F

NOTE: Final grades will be based strictly on your point total. Grading is a very slippery slope. For the sake of fairness, no "rounding up" will occur. Please plan/prepare accordingly.

Grading Components:

Take Home Exam. Given the limited class meeting times, a take home exam will be given. The exams will focus on application of organizational behavior theories and concepts, and will be open book/note. You will be expected to apply materials including the relevant book chapters as well as class lectures, discussions, cases and exercises – in other words, everything we do, in and out of class, can be incorporated in completing the take home exam. Your responses will be assessed based on the appropriate application of multiple materials, the thoroughness of your responses, and your critical thinking skills. The exam is worth 150 points.

Application Papers. To integrate and apply course concepts, you will complete two application papers. These application papers are designed to allow you to demonstrate understanding of course concepts and to develop a critical thinking perspective 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 eight of these activities as “Application Paper” activities. You will be participating in all of these activities, and must choose two to write up as application papers. 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 75 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 are 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 it is late, so be sure to turn yours in on time, either by handing it in or emailing it to me at: suzanne.masterson@uc.edu.
- **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 the second paper. There will be no “do-overs.”

Team Project: Case Analysis. On the first day of class, seven project teams will be formed, and each will choose/be assigned a HBR case study to prepare. Each team will both prepare a write-up to be handed in, as well as a presentation to be used to lead class discussion of the case. Grading forms for both the write-up and class presentation will be available on Blackboard. Please note that these mini-cases (published in *Harvard Business Review*) are generally accompanied by several “expert commentaries;” you can read these and incorporate them into your write-up/presentation, but you should **not** rely on them too heavily for your analysis and recommendations; I want to see **your** thinking, analysis, and application of course materials.

- a. **Case write-up.** Each team will prepare a 2 page, single-spaced write-up of the case, comprised of three sections:
 - (1) **Brief description/overview of the case and identification of main issue(s).** This should be a fairly succinct overview, focusing on the aspects of the case that are most important to your subsequent analysis of the case. Many cases have multiple issues; I expect that you will choose a main issue (or issues) related to that day’s class content and focus your attention on that.
 - (2) **Diagnosis/analysis of the problem.** In this section, you must apply concepts from the class (both that week’s concepts as well as previous concepts as applicable) in

analyzing the issue/problem. You might consider: What is causing or creating the issue/problem? What are some contributing factors? Why is this such a large or important problem for the organization?

- (3) Recommendations for resolving the problem. In this section, you must offer at least two recommendations for resolving the problem, again demonstrating application of class concepts. For each recommendation, describe specifically what you would do if you were the manager, consultant, or other key person in the case. Be sure to consider any potential consequences of the recommendation, both positive and negative, and identify what your final recommended action would be.
- b. Presentation/Discussion Leadership. You will have 20-25 minutes to present and engage the class in an active discussion of the case. You should have four slides, corresponding to the following sections:
- (1) Brief description/overview of the case and identification of main issue(s). (See description above)
 - (2) Diagnosis/analysis of the problem. (See description above)
 - (3) Recommendations for resolving the problem. (See description above)
 - (4) Class questions and discussion. This slide will highlight questions the team will use to facilitate class discussion.

Professionalism. This is a business course, and I expect you to exhibit professionalism. To me, professionalism encompasses several dimensions, all of which I will track after each class throughout the quarter. You can also expect professionalism from me. Professionalism is worth 50 points toward your final grade.

- a. Attendance. I expect that you will attend class, and I expect an email from you in advance if you will be missing class. You can expect that I will be available for office hours and outside class meetings. Please note: missing 1 class (with email notification) will not impact your grade in this area; however, missing 2 or more classes (unless truly due to unavoidable emergencies) will influence your grade.
- b. Punctuality. I expect that you will come to class on time, and remain until class ends. I expect that you will come back from class breaks by the announced time. You can expect that I will start class on time and never go beyond the stated course ending time.
- c. Preparation. I expect that you will come prepared for class by completing the readings and assignments for each day. You can expect that I will come to class prepared to discuss concepts, facilitate discussion, and lead activities.
- 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. 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 emergencies. You can expect that I will be attentive to students' questions, needs, and concerns.
- e. Participation. I expect that you will participate in class, both individually and as part of your case team, through making comments, asking questions, and being engaged in the class material. You can expect from me that I will provide opportunities for participation and engagement, and that I will make every effort to learn every student's name. Given the class learning tools, 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 quarter. 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.

Additional Course Policies

1. 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 to appear on your academic record.
2. Canceled Classes. If a class is cancelled for any reason, any assignments will be due at the next regularly scheduled class. Please be sure to check Blackboard for updates and information.
3. Incomplete. Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received.
4. Late/Make-up Work. Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due. In addition, make-up or extra credit work will not be given in order to raise students' grades, so please give each assignment your full effort the first time.
5. Grade Appeals. If you have a concern about a grade that you receive in this class you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.
6. Academic Dishonesty. Academic dishonesty as defined by University policy (e.g., plagiarizing, cheating, etc.), will not be tolerated in any form. As with all College of Business activities, this course will uphold the College's high standards for ethics and professionalism. Our Values Statement specifies: ***"All College of Business interactions will be characterized by mutual respect and integrity, and driven by a shared desire for excellence."*** These values are detailed in the Student Code of Conduct (<http://www.uc.edu/ucinfo/conduct.html>). Any violation, including academic misconduct, will be subject to the college review process, and could result in dismissal from the program.
7. 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 can be addressed.