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This course focuses on leading individuals and groups within work organizations. Emphasis is placed on understanding individual-level, group-level, and organizational-level factors that impact a leader’s ability to influence others to work toward common organizational goals. The course uses theories developed within a variety of social science disciplines to help leader’s understand, explain, and predict behavior within organizations. A cross-section of topics include understanding individual differences (i.e., personality differences) in organizations, the meaning and importance of job satisfaction, theories of work motivation, goal setting, group behavior and processes, leadership theories, organizational context & structure, job design and corporate downsizing.

1. To develop an awareness of the value the field of OB holds for effective leadership.
2. To broaden graduate students’ knowledge of the theories, concepts, principles, and terminology of OB, with an emphasis on using this knowledge for effective leadership.
3. To provide graduate students the opportunity to develop, explore, and experiment with the process of using knowledge of OB to lead others through classroom and group activities.

**COURSE PROCEDURES**

**General.** I use several methods to teach OB and show its relevance to leadership, including lectures, discussions, exercises, and group projects. In a typical class session, I discuss key aspects of assigned readings. During my discussions, I encourage students to interject and discuss their insights from personal experience, ask questions about the material being covered, and inquire about the leadership implications of the material. **Please participate in class discussions.** Ten percent (10%) of your class grade comes from your class participation. I evaluate the frequency and quality of your participation to calculate your participation grade. The ability to apply what you learn in a leadership capacity is important. To develop this capability, I include class exercises and an in-depth organizational behavior analysis project.

**Student Class Preparation.** For meaningful classroom discussions, students must prepare for each class. At the very least, students should read the assigned material before coming to class. To be fully prepared for class, I recommend students spend about 1-2 hours of outside study time for every hour of classroom time. This weekly class preparation time does not include study time for exams or time needed for other class projects.

**Honesty and Discipline.** Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs ([http://saweb.memphis.edu/judicialaffairs](http://saweb.memphis.edu/judicialaffairs)). Please take a look, in particular, at the sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.” I will expect students to be aware of these guidelines and to conduct themselves accordingly. You are required to do your own work on all assignments and exams, and you are expected to behave in an orderly manner. Cheating, talking, and other misconduct will not be tolerated.

**Turning in Assignments.** All assignments must be turned in on the dates specified by the class schedule or as officially amended. For every day an assignment is late, the student or student group forfeits a letter grade on the assignment.

**Class Attendance.** Because your participation in class discussions, class exercises, and group work affects your grade, **class attendance is essential.** I do not take class roll, but I do track who participates in class exercises, discussions, and group work. If you are absent on the class periods of these activities, you will not receive the participation points allocated for them. If you miss class, it is your responsibility to keep up with the material and changes in the class schedule. **Students may not tape record or video my lectures or borrow my lecture notes.** Before entering class, please switch off cellular phones, Bluetooth devices, Blackberrys, and beepers.
**Tardiness.** For the same reasons explained above, you should arrive to class on time. Chronic tardiness will count against your class participation grade.

**STUDENT ASSESSMENT & PROJECTS**

**Tests.** There will be two tests, each worth 30% of your final course average. Both tests will consist of true/false, multiple choice, and short-answer essay questions. *You must take the tests on the scheduled day and time.* Only under grave circumstances will a make-up exam be administered. Students not taking a test during its scheduled time without prior approval from me will earn a zero (0) for that test.

**Organizational Behavior Analysis Project and Presentation.** Student groups are required to prepare and present an in-depth OB analysis. Your group will choose an organization and study its individuals, groups, structure, and processes with an eye toward identifying what the organization is doing correctly and incorrectly with leading organizational behavior. For problem areas, which are identified through a scientific process, the group will develop solutions by applying knowledge from OB. This is an entire semester project that will be turned in, presented to the class, and graded. I have a handout for this project, and I will say more about the project later. The OB analysis accounts for 30% of your final course average.

**Group Exercises.** Working in groups, you will participate in several exercises. Some exercises require preparation, answering questions, discussions, and presentations. I will grade answers to the questions along the following criteria: 1) accuracy of the answer (Note: In these exercises, there can be more than one correct answer; nevertheless, there are incorrect answers.), 2) the quality of reasoning behind the answer (i.e., understanding and application of text material; clear, logical reasoning), 3) quality of expression/articulation of the answer (i.e., Were you convincing?), 4) quality of responses to questions and counterpoints.

**Class Participation.** Class participation counts for 10% of your grade (i.e., 10 points). You will have many opportunities to participate in group exercises and class discussions. I never put a student “on the spot” if he or she doesn’t want to participate, but you will need to speak up in class to earn all 10 participation points. Participation points are influenced by the quality, not just the quantity, of your participation.

<table>
<thead>
<tr>
<th>TENTATIVE CLASS SCHEDULE ¹</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>Jan 19</td>
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</tbody>
</table>

¹ Part I: Introduction to the Course
# TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>T</td>
<td>Introduction to Leading Organizational Behavior</td>
<td>CH 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analytic Thinking</td>
<td>Entire book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific Foundation of Leading OB</td>
<td>Appendix (pp. 635-640)</td>
</tr>
<tr>
<td>Feb  2</td>
<td>T</td>
<td>Understanding Individual Differences</td>
<td>CH 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group Work on Project)</td>
<td></td>
</tr>
<tr>
<td>Feb  9</td>
<td>T</td>
<td>Self-Defeating Work Behavior</td>
<td>TBA</td>
</tr>
<tr>
<td>Feb 16</td>
<td>T</td>
<td>Understanding Values, Attitudes &amp; Moods</td>
<td>CH 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group Work on Project)</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>T</td>
<td>Work Motivation &amp; Goal Setting</td>
<td>CH 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Class Exercise)</td>
<td></td>
</tr>
<tr>
<td>Mar  2</td>
<td>T</td>
<td>Group Presentations of First Half of OB Project</td>
<td>NA</td>
</tr>
<tr>
<td>Mar  9</td>
<td>T</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar 16</td>
<td>T</td>
<td>Test 1 (all above assigned material)</td>
<td></td>
</tr>
<tr>
<td>Mar 23</td>
<td>T</td>
<td>Leading Groups &amp; Teams in Work Organizations</td>
<td>CH 10,11</td>
</tr>
</tbody>
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### Part II: Introduction to Leadership and OB

### Part III: Leading the Individual

### Part IV: Leading Groups & Leadership Theories
TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 30</td>
<td>T</td>
<td>Leadership Theories I</td>
<td>CH 12</td>
</tr>
<tr>
<td>Ap 6</td>
<td>T</td>
<td>Leadership Theories II</td>
<td>CH 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group Work on Project)</td>
<td></td>
</tr>
<tr>
<td>Ap 13</td>
<td>T</td>
<td>Organization Structure and Downsizing</td>
<td>CH 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group Work on Project)</td>
<td></td>
</tr>
<tr>
<td>Ap 20</td>
<td>T</td>
<td>Group Presentations of Total OB Project</td>
<td>NA</td>
</tr>
<tr>
<td>Ap 27</td>
<td>T</td>
<td>Test 2 (all assigned material)</td>
<td>NA</td>
</tr>
</tbody>
</table>

I have the right to alter this class schedule as circumstances dictate. All changes will be announced in class. Students not attending class are responsible for obtaining this information. Students enrolled in this course agree to abide by the class schedule, policies, and course grading set forth in this syllabus.

COURSE GRADING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage Value</th>
<th>Criteria</th>
<th>Percentage Value</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
<td>*Organizational Behavior Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Test 1</td>
<td>30%</td>
<td>(First half 10%)</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>30%</td>
<td>(Second half 20%)</td>
<td></td>
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</tbody>
</table>

1Class Participation 10%

Grade Scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59-0

*Each student's performance on the group project and exercises will be evaluated by his/her group members at semester's end with a performance appraisal form. The form will be provided by the professor and attached to Test 2. The group's rating of each student member's performance during the semester will be averaged and multiplied times the group's project grades to determine whether the student receives full credit or partial credit on the group project and exercises. Class participation points are based on the quality and quantity of participation during class discussions and exercises.
ORGANIZATIONAL BEHAVIOR ANALYSIS PROJECT
Management 7135; Professor: Dr. Robert W. Renn

General Information

Purpose.
The primary purpose of this project is for graduate students to learn how leaders can apply the theories, concepts, and principles of organizational behavior to work settings to improve organizational performance. A secondary purpose is for graduate students to learn how to work effectively as group members and lead group behavior.

Method.
Groups are required to systematically identify an organizational behavior "problem" or set of problems in an organization and make recommendations for solving the identified problems through the application of the theories, principles, and concepts learned in this course. Groups will assume the role of company leadership working together to identify and solve the organization's OB “problems.” The group selects the organization to study. It may be one to which a group member belongs. It may also be one to which group members do not belong but use frequently, such as The University of Memphis library, a grocery store, or a retail store.

After identifying an organization to study and gaining company permission to study it, the first step of this project should be learning as much as possible about the company in general by collecting background information. After the group has acquired a general understanding of the organization, it should attempt to identify what the organization is doing correctly and incorrectly with regard to leading individuals, groups, and/or leading organizational context and structure.

Problem identification can be through opinion surveys, interviews with employees and managers, observation of employees, or a combination of these techniques. Despite which technique/s the group uses, the problem identification process must be objective. That is, you must go beyond your opinion to validate the problem/s.

After systematically identifying the problems, the group must decide how the problems can be solved through the application of theories, concepts, and principles learned in this course. This is the most important part of the project and will require considerable thought and research. Your textbook and class lectures will help with these decisions. In addition, library research will be necessary to complete this portion of the project.

Description.
There are two parts to this project. The first half should include 3 major sections: 1) company background, 2) an initial identification and description of the focal problem/s, and 3) a formal plan for investigating the problem.

Section one of the first half of the project should trace the company's history, and explain how it evolved to its present position. Identify key individuals and their roles in the organization, especially with regard to the problem the group will investigate. In the first section, also answer
the following questions: What is the company's market niche and strategy?; How is the company organized, and what is its structure?

Section two should give an initial and general orientation to the problem/s the group will explore and the group’s view of the likely consequences of these problems as they relate to job performance, employee turnover, customer service, absenteeism, etc. At this stage of the project, the group's opinion of the problem/s will probably be preliminary and will require further investigation and careful study. However, the group should make an “educated guess” about the problem/s.

Section three of the first half should explain the formal method the group will use to systematically identify the problem/s, such as additional structured interviews, surveys, workplace observations. Include a clear description of the sample of employees you will further study and the jobs they perform. If you use structured interviews and/or surveys, give examples of questions you expect to ask and how you will score the answers. You can also briefly explain how you will analyze the data you collect and the type of results you will calculate. These 3 sections comprise the first half of the project and will be turned in and presented in class.

The second half of this project should add to the first half with three sections: 1) describing the overall and final method used to investigate and identify the problem/s (this is a section that combines description of the initial investigation of part I with the further investigations of part II), 2) detailing the problem/s identified and the consequences as they relate to job performance, morale, turnover, service quality, absenteeism, etc., and 3) presenting and discussing the group's recommendations for solving the problem.

Section 3 should be the "heart" of the report and well-researched. Although careful identification of the organization's problem/s is a critical aspect of this project, the bulk of the project should be devoted to demonstrating how the application of knowledge from this course can help leaders solve the organization's OB problem. Be sure that your recommendations address the problem/s, and that you explain how your recommendations will solve the problem. Do not offer recommendations that are unrelated to the identified problem.

The first half of the report (to be turned in midway in the semester) should be about 12 pages, excluding title page, table of contents, references, and appendices. The second half (turned in at the end of the semester along with the corrected first half of the report) should be about 15 pages, for a total of roughly 27-30 pages. Both sections should be typed double-space. The first section of the project is due on the day the group is scheduled to present it to the class as indicated on the syllabus. The second part of the report, which will also include the corrected first section, is due on the day the group is scheduled to present their findings and recommendations to the class as shown in the syllabus.

Requirements

Written.
The length of the entire written report normally should not exceed 30 pages (excluding
appendices) The report should include the following: 1) Title page with a title, group name and members, date, course title and section, semester, and my name, 2) Table of contents, 3) Executive Summary of about 100-150 words, 4) Company background, 5) Problem and Consequences, 6) Method of Investigation and Results, 7) Recommendations (note: this should be the key part of the report), 8) Conclusion, 9) References (at least 8), and 10) Appendices. The style of the written report can adhere to any of the popular style guides, such as the Chicago Manual for Writers, Turabian, APA Guidelines, etc. It doesn't matter to me which one of these style guides you use but be consistent in applying the guidelines throughout the paper.

Presentation.
The project will be presented in class in two parts. The format of the presentation and who in the group will make the presentation is entirely up to the group. Despite how the group sets up the presentation, the presentation must adhere to the recommendations for making presentations as detailed later in this handout. The length of the presentation will vary with class size but normally will not exceed 15-20 minutes. The order of the presentations will be determined by a random selection process.

Grading.
Sixty percent of the project's grade will be based on the written report and forty percent of the grade will be based on the presentation. The criteria I use to grade the presentation are included in this handout. Make sure you consider each point on the form carefully and include it in your presentation. The written report will be graded primarily on content, but the appearance of the report, writing, grammar and spelling will also affect the grade. I will allow a couple (two) simple writing, grammar, or spelling mistakes before I subtract points, but more than two errors in any of these will cost a point a piece. Proofreading the report before turning it in should reduce the chances of losing points for forgetting to include an essential part of the report, poor appearance, writing, grammar, or spelling.

CHECKLIST FOR ORAL PRESENTATION AND WRITTEN REPORT

Oral Presentation:
The following will be rated on a scale from 1-5, with 1=poor, 2=fair, 3=good, 4=very good, 5=excellent:

1. Introduction to the presentation
2. Coverage of major points of the project
3. Objectivity of the presentation
4. Logical ordering of the material
5. Transitions between points
6. Conclusion
7. Visual aids
8. Audience contact (Don't read the presentation.)
**Written Report:**
The following aspects of the written report will be graded:

*Format and Appearance*
- Title page: title, group name, group members, course and professor, date
- Page numbering (beginning with executive summary)
- Typed double-space
- Overall appearance
- Major and minor headings
- Grammatical errors
- Misspellings

*Content*

**First Part of the Report**
- Title Page
- Table of Contents
- Executive summary (summarize the main points of the report)
- Section I: Introduction: includes company background & history; description of strategy and market niche; key individuals and roles; organization structure
- Section II: Preliminary description of OB problems and their consequences
- Section III: Investigative Plan

**Second Part of the Report**
- Corrected first part of the report
- Section III: Description of actual research method employed and results (replaces section III from first half report).
- Section IV: Findings: Organizational Behavior Problems and Consequences
- Section V: Recommendations and Leadership Action Plan
- Conclusion
- References (minimum of 8)
- Appendices