Course Syllabus
MGMT 4420 - M502 – Organizational Behavior
Fall Semester, 2018  3.0 Credit Hours
Collierville Center, Room 131

Instructor: Francee M. Preston, MBA
Phone: 615.856.0611  E-mail: fpreston@memphis.edu
Office Hours: By appointment

Course Overview (based on the Undergraduate Bulletin):
Evidence-based learning of individual and group behavior and processes in order to improve organizational effectiveness and efficiency; emphasis is placed on the systematic study of personality, work attitudes and motivation, groups and team processes, and organization structure and design.

Pre-Requisites:
- MGMT 3110 Organization & Management
- MGMT 3510 Business Communication

Required Texts (available at the University of Memphis Bookstore):

Location of Course Materials:
This is a hybrid course. To access the online course material (lectures, discussion topics, news, etc.), visit the eCourseware website (opens in new window).

Course Objectives:
By successfully completing this course, students will be able to:
- To create an interest in and develop an awareness of OB.
- To introduce students to the theories, concepts, principles, and terminology of OB.
- To provide students the opportunity to develop, explore, and experiment with using knowledge of OB to effectively manage individuals, groups, and work organizations.

Fogelman College: Learning Outcomes for Your Degree:
This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA degree program. BBA Program Outcomes (opens in new window)
Course Methodology

As a hybrid course, part of the course requires self-managed and self-paced learning and part of the course meets in Room 131 of the Collierville Center. See ‘Schedule of Activities’ in list or calendar form for details.

Instructor’s Expectations of Students:

In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course and actively participating in class discussions.

Student's Expectations of the Instructor:

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within two (2) business days, and feedback on all work submitted within 7-10 calendar days.

Grading and Evaluation Criteria

Final course grades are earned according to the following table:

<table>
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<th>Point Range</th>
<th>Assigned Grade</th>
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<tr>
<td>900-1000 Points</td>
<td>A</td>
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<td>800-899 Points</td>
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<td>600-699 Points</td>
<td>D</td>
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<td>Under 600 Points</td>
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Summary of Graded Activities

Your overall grade for the semester is based on how well you perform on a mixture course activities. Points earned on the assessed activities will be distributed as follows:

<table>
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<tr>
<th>Deliverable</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
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<tr>
<td>Assignments (10 assignments @ 40 points each)</td>
<td>400</td>
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<tr>
<td>Quizzes (3 quizzes @ 100 points each)</td>
<td>300</td>
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<tr>
<td>Final Exam: <a href="12/5/18">Ted Talk Presentation</a></td>
<td>200</td>
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<tr>
<td>Total</td>
<td>1000 pts</td>
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Course Topics:

Unit 1 Topics: The Individual (attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making and motivation). Readings: Chapters 3, 4, 5 and 7 in the textbook.
Unit 2 Topics: The Group (group behaviors, work teams, power, politics, conflict, negotiations, organization structure). Readings: Chapters 9, 10, 13 and 14 in the textbook.

Unit 3 Topics: The Organization System (organizational culture, change and stress management). Readings: Chapters 16 and 18 in the textbook.

Course Policies

E-MAIL:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

Class begins promptly at 5:00 pm. To receive full attendance points (10 points per class), sign in by 5:00 pm. To receive partial attendance points (maximum of 5 points per class), sign in before the end of class.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website (opens in new window).

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your instructor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website (opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College's Website on Academic Integrity (opens in new window).

Classroom or Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College's Netiquette website (opens in new window).

Late Assignments:

Assignments and projects may be submitted anytime up to and including the date due. Please review all information in this syllabus and related “Schedule of Activities” in list or calendar form for all due dates for formally assessed work. If your work is not submitted on time, the instructor reserves the option to deduct up to 20% of the grade value for tardiness depending upon the circumstances and appropriate communication between the student and the instructor.
Extra Credit:

Any extra credit opportunities will occur during scheduled class meetings.

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:

(1) Extreme emergency and (2) Instructor contacted prior to the due date.

Inclement Weather:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as TigerText (opens in new window), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Additional information on TigerText (opens in new window).

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

FCBE Academic Internship Credit:

In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register prior to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit Academic Credit (opens in a new window). Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.

Student Services

Please access the FCBE Student Services (opens in new window) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
Schedule of Activities (List form)

Prior to the first day of class

To prepare for first day of class:
- Review syllabus
- Read chapter 3

Wednesday, October 17

5:00 pm – 9:45 pm:
- First day of class meets in the Collierville Center – Room 131
Covered during class:
- Syllabus
- Chapter 3 – Attitude and Job Satisfaction

Tuesday, October 23

Assignment Due in Dropbox:
- Chapter 3

To prepare for 10/24 class:
- Read Chapter 4
- Read Chapter 5

Wednesday, October 24

5:00 pm – 9:45 pm:
- Class meets in the Collierville Center – Room 131
Covered during class:
- Chapter 4 – Emotions and Mood
- Chapter 5 – Personality and Values
- Review content for 10/31 online class

Tuesday, October 30

Assignments Due in Dropbox:
- Chapter 4
- Chapter 5

To prepare for online class:
- Read Chapter 7

Wednesday, October 31

Online class
- No set meeting time
- Complete course work in ‘Content’ section in eCourseware at your own pace
**Wednesday, October 31 (continued)**

Covered in online class:

- Chapter 7 – Motivation

**Thursday, November 1**

- Quiz 1 available in eCourseware

**Tuesday, November 6**

- Quiz 1 closes in eCourseware at 11:30 pm
- Assignment Due in Dropbox:
  - Chapter 7
  - Topic choice for Ted Talk

To prepare for online class:

- Read Chapter 9
- Read Chapter 10

**Wednesday, November 7**

- 5:00 pm – 9:45 pm:
  - Class meets in the Collierville Center – Room 131

Covered during class:

- Chapter 9 – Group Behavior
- Chapter 10 – Work Teams

**Tuesday, November 13**

- Assignments Due in Dropbox:
  - Chapter 9
  - Chapter 10

To prepare for online class:

- Read Chapter 13
- Read Chapter 14

**Wednesday, November 14**

- 5:00 pm – 9:45 pm:
  - Class meets in the Collierville Center – Room 131

Covered during class:

- Chapter 13 – Power and Politics
- Chapter 14 – Conflict and Negotiations

Review content for 11/28 online class
Thursday, November 15
Quiz 2 available in eCourseware

Wednesday, November 21 – Sunday, November 25
No Classes for Thanksgiving Break

Tuesday, November 27
Quiz 2 closes in eCourseware at 11:30 pm
Assignments Due in Dropbox:
   Chapter 13
   Chapter 14
To prepare for online class:
   Read Chapter 16
   Read Chapter 18

Wednesday, November 28
Online class
   No set meeting time
   Complete course work in ‘Content’ section in eCourseware at your own pace
Covered in online class:
   Chapter 16 – Organizational Culture
   Chapter 18 – Organizational Change and Stress Management

Thursday, November 29
Quiz 3 available in eCourseware

Tuesday, December 4
Quiz 3 closes in eCourseware at 11:30 pm
Assignments Due in Dropbox:
   Chapter 16
   Chapter 17

Wednesday, December 5
5:00 pm – 9:45 pm:
   Class meets in the Collierville Center – Room 131
Covered during class:
   Ted Talk Presentations
Assignments Due in Dropbox:
   Ted Talk PowerPoint Slides
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**October 2018**

**To prepare for class:**
- Read syllabus
- Read Chapter 3

**Assignment Due in Dropbox:**
- Chapter 3

**To prepare for class:**
- Read Chapters 4 and 5

**5:00 pm – 9:45 pm** First day of class meets in the Collierville Center – Room 131

- Review syllabus
- Chapter 3 – Attitude and Job Satisfaction

**5:00 pm – 9:45 pm**
- Class meets in the Collierville Center
- Chapter 4 – Emotions and Mood
- Chapter 5 – Personality and Values
- Review 10/31 class content

**Assignments Due in Dropbox:**
- Chapter 4
- Chapter 5

**To prepare for online class:**
- Read Chapter 7

**ONLINE CLASS**

- Chapter 7 - Motivation
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<td>Quiz 1 Opens in eCourseware</td>
<td>Quiz 1 Closes in eCourseware</td>
<td>Assignments Due in Dropbox: Chapter 7</td>
<td>5:00 pm – 9:45 pm Class meets in the Collierville Center</td>
<td>Chapter 9 – Group Behavior Chapter 10 – Work Teams</td>
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<td>To prepare for class: Read Chapters 9 and 10</td>
<td>Topic Choice for Ted Talk To prepare for class: Read Chapters 9 and 10</td>
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<td>Assignments Due in Dropbox: Chapter 9 Chapter 10</td>
<td>5:00 pm – 9:45 pm Class meets in the Collierville Center</td>
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<td>Quiz 2 Opens in eCourseware</td>
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<td>NO CLASSES Thanksgiving Break</td>
<td>Quiz 2 Closes in eCourseware</td>
<td>Quiz 3 Opens in eCourseware</td>
<td>ONLINE CLASS</td>
<td>Chapter 16 – Personality and Values Chapter 18 - Motivation</td>
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<td>Assignments Due in Dropbox: Chapter 13 Chapter 14</td>
<td>To prepare for online class: Read Chapters 16 and 18</td>
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<td>Quiz 3 Closes in eCourseware</td>
<td>Assignments Due in Dropbox: Chapter 16 Chapter 18</td>
<td>5:00 pm – 9:45 pm Last day of class</td>
<td>meet in the Collierville Center</td>
<td>Final Exam: Ted Talk Presentations</td>
<td>Slides due in Dropbox</td>
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Ted Talks (concept from Dr. Robert Renn’s Organizational Behavior Course)

The Ted Talk project provides FCBE students an opportunity to develop
1) in-depth knowledge about an organizational behavior topic, and
2) skills in making a TED talk.

Objectives:
1) Demonstrate proficiencies in understanding and applying concepts related to organizational behavior
2) Demonstrate proficiencies in TED talk presentations

Overview:
Students select a chapter from one of the supplemental books listed below.
Selected topic from supplementary books must relate to organizational behavior and receive approval from instructor.
Assignment consists to two major parts:
1) The oral presentation
2) The PPT slides (uploaded to Dropbox on eCourseware)
Oral presentation time is 15 minutes and must not exceed 18 minutes.
The PPT slides must not exceed 5 slides, excluding the title slide and reference slide.
Completely terrified of public speaking? You may ‘present’ with pre-recorded Ted Talk. For pre-recorded Ted Talks:
1) Accessing the video is the student’s responsibility (i.e. from USB, YouTube, etc.). Student’s must present on December 5. Be prepared to present live if you cannot access your video.
2) Audio must be clear
3) Video must be clear

Topic Choice Assignment (less than 200 words):
Provide the book, chapter number and chapter title of Ted Talk
Provide the key idea you want to share
Explain why this topic matters
Explain the real-world implications
Suggested Presentation Outline for Ted Talk:

Introduce the topic

State the key idea worth sharing with the audience in a clever and engaging way.

Chris Anderson, author of TED Talks: The Official Guide to Public Speaking (2016), calls this the “throughline,” which every following part of the presentation must relate. The throughline should not exceed 15 words.

Explain why this topic matters.

Explain any new main concepts.

Provide real-world practical implications that emphasize how to use the new idea to improve personal work performance and/or company performance.

Conclusion: A call to action. What should we now do differently because of the new idea?

Supplemental Books to Select Chapter (many libraries have at least one of these books; any book edition is acceptable):


Grading

100 points Ted Talk Presentation on December 5 (see rubric on next page)

50 points Topic choice assignment (due November 6)

50 points PowerPoint slides due December 5 by 11:30 pm (see rubric on next page)
## Rubric for Ted Talk Presentation

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<tr>
<td>Audience Engagement</td>
<td>Up to 25 points</td>
<td>• Quickly engaged the audience with metaphors and stories and maintained audience engagement</td>
<td>• Slowly engaged the audience with metaphors and stories and maintained audience engagement</td>
<td>• Periodically engaged the audience.</td>
<td>• Did not engage the audience</td>
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<td>Timing</td>
<td>Up to 25 points</td>
<td>• Stayed within time guidelines</td>
<td>• Less than 3 minutes over guidelines</td>
<td>• Less than 5 minutes over guidelines</td>
<td>• Unable to complete presentation, time extended too far</td>
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<tr>
<td>Concepts</td>
<td>Up to 25 points</td>
<td>• Described concepts clearly</td>
<td>• Presentation well organized</td>
<td>• Presentation somewhat organized</td>
<td>• Presentation not organized</td>
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<td></td>
<td></td>
<td>• Used metaphors and analogies to clarify definitions</td>
<td>• Logical progression of presentation</td>
<td>• Some logical progression of presentation</td>
<td>• No logical progression of presentation</td>
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<tr>
<td>Practical Implications</td>
<td>Up to 25 points</td>
<td>• Clearly explained practical implications of idea</td>
<td>• Solid attempt to explain practical implications of idea</td>
<td>• Unclear explanation of practical implications of idea</td>
<td>• No attempt to explain practical implications of idea</td>
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<td></td>
<td></td>
<td>• Clearly conveyed value of idea to audience</td>
<td>• Solid attempt to convey value of idea to audience</td>
<td>• Unclear explanation of value of idea to audience</td>
<td>• No attempt to convey value of idea to audience</td>
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## Rubric for PowerPoint Slides

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Exemplary Points: 45 - 50</th>
<th>Strong Points: 40 - 44</th>
<th>Proficient Points: 35 - 39</th>
<th>Below Standard Points: 34 and below</th>
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<tr>
<td>Overall Quality</td>
<td>Up to 50 points</td>
<td>• Slides clean, crisp, easy to read, aesthetically pleasing, no typos, consistent layout</td>
<td>• Some fonts difficult to read, a few typos, mostly consistent layout</td>
<td>• Inconsistent, difficult to read slides, several typos, inconsistent layout</td>
<td>• Sloppy, 'last minute' slides</td>
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