Management 350.02 – Management and Organizational Behavior
Summer 2015 – Monday and Wednesday: 1800-2140 – GMCS 309 -
Schedule # 20195

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Voice Messages 619.594.5317 (Emergencies Only)
Appointments Please schedule appointments via email
Office: SSE 3409

1. DISABILITY, BSBA PROGRAM GOALS and LEARNING OUTCOMES

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this
class, it is your responsibility to contact Student Disability Services at (619) 594-6473.
To avoid any delay in the receipt of your accommodations, you should contact Student
Disability Services as soon as possible. Accommodations are not retroactive, and
accommodations based upon disability cannot be provided until you have received an
accommodation letter from Student Disability Services.

Bachelor of Science in Business Administration Program Goals

BSBA students will graduate being:

• Effective Communicators
• Critical Thinkers
• Able to Analyze Ethical Problems
• Global in their perspective
• Knowledgeable about the essentials of business

Management 350 contributes to these goals through its student learning outcomes. In
the course we will explore the following:

This course is designed to provide you with a broad yet comprehensive overview of the
structure and function of human behavior in organizations. Behavioral influences, which
affect performance and productivity at the individual, group, and organizational levels,
are emphasized. The course will provide relevant scientific information as well as
applied information to help you succeed as a future manager. After taking this class, you
should be able to:

1.1 Explain the influence of personality, attitudes, perceptions, and attributions on
organizational behavior.

1.2 Describe the motivational process and apply motivational theories to
organizational scenarios.

1.3 Explain group types, group development, group norms, and group decision-
making techniques.
1.4 Analyze and apply leadership theories.
1.5 Analyze power bases and influence tactics.
1.6 Identify tactics for handling stress, interpersonal communications, and conflict.
1.7 Describe the characteristics, determinants, and methods of creating and sustaining organizational culture.
1.8 Explain the impact that different cultural attitudes and values have on organizational behavior.

2. TEXTS AND WEB RESOURCE SITES

Site for free Colquitt practice quizzes and power point slides:
(http://highered.mcgraw-hill.com/sites/0077862562/student_view0/)

If you purchased Connect, from McGraw Hill the Book URL may be found at:
(http://connect.mcgraw-hill.com/class/w_sannwald_14sum-35001_1)

3. INSTRUCTIONAL METHODS
Multiple learning methods will be used throughout this course including readings, lectures, exercises, cases, class discussions, and videos. Class sessions will highlight certain points from the reading, provide additional information and in some cases, have an experiential component. Reading assignments provide a basis for both lectures and discussions and must be read PRIOR to each class session. You will learn most from the class sessions if you read and think about the assigned materials beforehand. The readings introduce many more ideas and tools than our limited class time allows. The fact that we do not discuss a particular concept does not mean that the idea is not important, and that it won’t be included on an exam. If you are strongly moved or have questions about something in the reading that is not mentioned in class, please bring it up in class or with me at another time.

4. COURSE REQUIREMENTS

4.1 Exams
There will be a total of 3 exams administered during the course of the summer. Please bring a SCANTRON Form 882 (Green) and a #2 pencil to class for the exams. All three of these exams count toward your final grade. Exams will be multiple-choice tests with 50 questions on each exam. I will grade your exams on a curve, with the highest grade in class being 100%. Exams will cover all material and information presented in class sessions and readings from the text.

Exams will be administered in class on the dates listed in the course schedule and no make-ups will be given unless special circumstances arise and you provide supporting...
documentation. If special circumstances do arise, you should notify me ahead of time if possible. Each exam will be worth 28% of your total grade, or 84% in total.

4.2 Team Presentations:
Each student will be assigned to a Team (see attendance sheet; crashers will be added to teams when they are admitted to the class). Teams will have 8-10 minutes to present a summary of a Case from the Colquitt text and their recommendations of what should be done. The presentation should include rationale for the recommendations. One copy of the PowerPoint slides (“handout”, 4 per sheet) must be turned in prior to the presentation with the names of all team members. It is not mandatory for each team member to present, but strongly encouraged.

Cases are from the Colquitt book and dates for presentations are listed in the syllabus. If you are assigned to Team 1, you will present the Case from Chapter 1. A rubric that I will use to score your team presentation is available on blackboard, and you should use the rubric for structuring your presentation. This activity will account for 6% of your summer’s grade.

4.3 Team OB Class Discussion and Written Exercises
A portion of some class sessions will allow you to randomly form groups of 5-6 people to discuss OB exercises that you will find in your text. At the end of the exercise, your team must submit a written summary of your discussion and answers to the discussion questions and a list of team members. You must be in class to get credit for the exercises. Each exercise will account for of 2% of your grade, or a total of 10%. Five exercises will be collected at random during the summer.

4.4 Videos and Exercises
Videos that illustrate and enhance OB concepts and theories will be presented, and you will take part in exercises that will employ the OB concepts you learned.

4.5 Attendance and Participation:
Many of the concepts in OB can only be thoroughly understood through discussion/experience and a portion of class time will be devoted to experiential learning. Further, a large portion of the exam will be based on materials presented in class. Last, there is a clear correlation between regular attendance and success in a class (e.g., higher grades with reports of learning something). I will, in exchange, do my best to make this an engaging and useful class.

Class members are expected to engage in class discussions/exercises and to invite others to participate. Participation includes staying alert (i.e., not snoozing or snoring), asking/answering questions, participating in exercises, sharing your experiences, etc. Feel free to disagree with your classmates or me, and the only rule regarding debate is that you have a reason for your opinion and can articulate it. Students should consider each other, in addition to the above listed learning tools, as important catalysts for learning. YOU ARE NOT TO USE COMPUTERS, CELL PHONES, OR OTHER
ELECTRONIC DEVICES DURING THE CLASS LECTURES AND DISCUSSIONS UNLESS THEY ARE PART OF THE ASSIGNED EXERCISES.

5. GRADES

5.1 Grade Computation

<table>
<thead>
<tr>
<th>Overall Course Grade</th>
<th>Weighted Percentages</th>
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<tbody>
<tr>
<td>(MC Exams 3) @ (28% each):</td>
<td>84% of grade</td>
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<tr>
<td>Team Presentation</td>
<td>06% of grade</td>
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<tr>
<td>Team Class Exercises (5 @ 2% each)</td>
<td>10% of grade</td>
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</tbody>
</table>

5.2 Grading Policy:

There will be no set quota of “A”s, “B”s, etc., given out. This is done to reduce stress and dysfunctional competition within the class. It allows the professor the ability to assign grades fairly on the basis of performance and merit.

5.3 Grade Standards are as follows:

- **A** = 95 and above
- **A-** = 90 - 94
- **B+** = 87 - 89
- **B** = 84 - 86
- **B-** = 80 - 83
- **C+** = 77 - 79
- **C** = 70 – 76
- **D** = 60 – 69
- **F** = 0 - 59

5.4 Exam Policy:

Out of fairness to other students, no one will be allowed “in and out” privileges during exams (i.e., no leaving the room and returning to continue working on the exam).

6. COURSE PROCEDURES

6.1 Course Grievance Procedures:

6.1.1 Effective organizational behavior policies involve providing a procedure through which employees can complain when they believe they have been treated unfairly. If YOU feel you have been graded unfairly in this course, you may use the following procedure to voice your complaint:

6.1.2 Talk to me directly (if you have a simple question) **after** 24 hours and within 7 days of receiving the grade (on assignments, exams, or final grade).

6.1.3 If you still feel like you have questions or are in debate with the grade given, you can send me a written appeal within 14 days of receiving the grade. After 14 days, I will assume that you agree with my assessment and consider the grade final.

6.1.4 To file an appeal, prepare a written statement detailing why you think the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, incorrect point calculations, etc.
Stating simply that you feel you “deserve” a higher grade is not sufficient grounds for appeal.

6.1.5 Submit the written statement along with the graded material (if appropriate). I will consider your complaint and make a decision. You will be notified in writing of my decision.

6.1.6 If you are not satisfied with my decision, you may use university grievance procedures as your appeal. Please note that I will fully document my rationale for all grades.

6.2 Evaluation of Instructor Performance:

A feedback session will occur at the end of the course on school-regulated rating forms in which you may rate the course and my performance. As always, other forms of informal feedback are always welcome throughout the course.

6.3 Additional Class Policies:

6.3.1. Violations of academic integrity in all forms (e.g., cheating, plagiarism, copying others’ work, allowing others to copy your work, etc.) will not be tolerated. Students will not be allowed to receive assistance in any form from sources other than me. You are permitted to discuss possible exam questions with classmates and study with classmates but do not write out and distribute outlines or sample answers. Violating the academic integrity code is grounds for failing the course with a record of the offense possibly placed in your permanent transcript. Please refer to your student handbook for the academic integrity policy set forth by the University.

6.3.2. All student disabilities and religious holidays will be accommodated. If you have a condition (e.g., pregnancy, learning disability, etc.) or holiday that needs accommodation, please see me early in the session so that we can take the appropriate steps.

6.3.3. Please inform me if any special circumstances arise for you during the session. That is, if you are having difficulty in class due to extenuating outside circumstances, please talk to me as soon as possible so we can minimize the effects of these circumstances.

7. OTHER INFORMATION

7.1 Information on Blackboard

We will be using Blackboard (http://blackboard.sdsu.edu) – a web-based service, in this course. You will need to access Blackboard to get class announcements, obtain copies of the overheads used in class, etc. You were automatically enrolled on the Blackboard site for this class when you registered for the course. Please read the following details carefully. They explain how to access the Blackboard system.

All Blackboard accounts are now the same as official SDSU ID and pin numbers. For account information go to the SDSU E-Services Website: (http://www.sdsu.edu/e-services)

7.2 Logging in to Blackboard:
7.2.1. Click here to log in: http://blackboard.sdsu.edu
7.2.2. Enter your user name and password (this is your university ID and PIN number), and click the login button
7.2.3. If you do not know your PIN number, go to the SDSU E-Services Website http://www.sdsu.edu/e-Services.
7.2.4. You will be taken to the My SDSU page. If you do not see any courses listed on the page, click the Reload or Refresh button.
7.2.5. The My Courses module will appear
7.2.6. Only courses where the instructor has chosen to use Blackboard will be visible

7.3 Changing Your Personal Information:
7.3.1. Go to the SDSU E-Services Website: http://www.sdsu.edu/e-services
7.3.2. Click on the WebLine link
7.3.3. Follow the instructions on screen
7.3.4. Your Blackboard information (password, email) will be updated within 24 hours
7.3.5. You CANNOT update this information through Blackboard itself

7.4 Printing PowerPoint slides from Blackboard:
7.4.1. When in the course website, click on “Course Documents”
7.4.2. Click on the lecture you want to print
7.4.3. A box will open that gives you some choices (open, save, etc.)
7.4.4. If you choose “Open”, the slides will be displayed on your screen.
RIGHT click in a slide and choose the print option. You have many options as to how many slides you want to print per page
7.4.5. If you choose “Save”, the slides can be saved to a file and printed from the file at a later time

8. CLASS SCHEDULE: Summer 2015
(Tentative schedule that may change due to a number of variables including # of students)

Table 1: Class Schedule including, Meeting, Date, Readings and Activity

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Activity and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>07-06</td>
<td>Introduction to Organizational Behavior</td>
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<td>Chapter 1 – What is Organizational Behavior</td>
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<td>2</td>
<td>07-08</td>
<td>Chapter 2 – Job Performance</td>
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<td>Videos</td>
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<td>Exercises</td>
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<td>3</td>
<td>07-13</td>
<td>Chapter 3 – Organizational Commitment</td>
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<td>Chapter 4 – Job Satisfaction</td>
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<td>Team Exercise #1; Performance of a Server; p. 53</td>
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<td>4</td>
<td>07-15</td>
<td>Jill Burner, Regional College Recruiter, GEICO</td>
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<td>Chapter 5 – Stress</td>
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<td>Team Exercise #2: Job Satisfaction Across Jobs, p 123</td>
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<td>5</td>
<td>07-20</td>
<td>Exam 1 – Chapters 1 – 5 (50 MC Questions)</td>
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<td>Chapter 6 – Motivation</td>
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<td>Meeting</td>
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<td>6</td>
<td>07-22</td>
<td>Lab Period to Prepare for Team Ethical Presentations</td>
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<td>Chapter 7 – Trust, Justice and Ethics</td>
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<td>Chapter 8 – Learning and Decision Making</td>
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<td><strong>Team Exercise #3:</strong> Managing Stress, p 156</td>
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<td>Team Case Presentation: Teams 1 - 3</td>
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<td>7</td>
<td>07-27</td>
<td>Chapter 9 – Personality and Cultural Values</td>
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<td>Chapter 10 – Ability</td>
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<td><strong>Team Exercise #4:</strong> Guessing Personality Profiles, p 304</td>
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<td>Team Case Presentation: Teams 4 - 6</td>
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<td>8</td>
<td>07-29</td>
<td>Chapter 11 – Teams: Characteristics and Diversity</td>
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<td>Exam 2 – Chapters 6 – 10 (50 MC Questions)</td>
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<td>Lab Period</td>
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<td>9</td>
<td>08-03</td>
<td>Chapter 12 – Teams: Processes and Communication</td>
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<td>Chapter 13 - Leadership: Power and Negotiation</td>
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<td>Team Case Presentation: Teams 7 – 9</td>
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<td><strong>Team Exercise #5:</strong> Emotional Intelligence, p 343</td>
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<td>10</td>
<td>08-05</td>
<td>Chapter 14 - Leadership: Styles and Behaviors</td>
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<td>Chapter 15 - Organizational Structure</td>
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<td>Team Case Presentation: Teams 10 – 12</td>
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<td><strong>Team Exercise #6:</strong> Take Me to Your Leader, p 489</td>
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<td>11</td>
<td>08-10</td>
<td>Chapter 16 – Organizational Culture</td>
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<td>Team Case Presentation: Teams 13 – 15</td>
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<td><strong>Team Exercise #7:</strong> University Culture, p 557</td>
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<td>12</td>
<td>08-12</td>
<td>Review and Make Up if Necessary</td>
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<tr>
<td></td>
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<td>Exam 3 – Chapters 11- 16 (50 MC Questions)</td>
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