

MGNT 3250, ORGANIZATIONAL BEHAVIOR AND MANAGEMENT

Section A: Monday, Wednesday, and Friday; 9:30-10:20; Pound 310

Section B: Monday; Wednesday, and Friday; 1:30-2:20; Pound 310

INSTRUCTOR

Dr. K. Nathan Moates

OFFICE

Thaxton 318

PHONE

245-2245

OFFICE HOURS

10:30-11:30, 12:30-1:30, M W F, and by appointment.

E-MAIL

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REQUIRED TEXT

Colquitt, LePine, and Wesson (2010) Organizational Behavior, 2nd/3rd edition. New York: McGraw.

NO FOOD OR DRINK IS PERMITTED IN THE CLASSROOM!

(Water is permitted.)

In case of fire and/or emergency, follow the instructor's directions regarding proper exit routes and other actions.

COURSE DESCRIPTION

An introduction to the contemporary management of organizations emphasizing fundamentals of organizational behavior. In this field, there are no quick fixes and there are no easy answers. Problems such as improving human performance are typically very "messy." They seldom lend themselves to pre-packaged technical solutions. As H.L. Mencken once said: "There is always an easy solution to every human problem - neat, plausible, and wrong." When you are dealing with people and human systems, there are usually several right answers, and several wrong answers which at least on the surface appear to be right. There is no panacea or universal salve that you can apply to every performance problem. Managing requires hard work, discipline, integrity, self-esteem, and a fair measure of personal courage. Being a successful manager in this era of rapid change also requires the conceptual ability and aptitude to deal with uncertainty and complexity. In addition, successful managers and successful motivators are invariably effective communicators who are also very good at working with and through people.

Assurance of Learning goals addressed within this course include:

Goal: Business majors will be able to effectively utilize analytical skills to solve business problems.

Students will:

1. demonstrate analytical skills.
2. utilize analytical skills to demonstrate business problems.

CLASS FORMAT

Lecture/discussion, in-class experiential exercises, and video cases. Heavy student participation. Instructor will call on students to explain assigned material. **It is important that you read the assigned chapters in advance of class so that you will be able to analyze and participate in the exercises and video cases! Failure to do so will be reflected in your class performance.** Think of this class as a job...Your manager just assigned some material for you to review for an important meeting the next day...would you come to that meeting without having read the assigned material?!?! I expect nothing less from you.

The subject matter of organizational behavior (human behavior) is extremely complex. The complexity of the material makes a passive role on the part of the student very undesirable. Much greater learning will take place if students get involved in the discussions (give examples, ask questions, argue!). Everyone in the class is a resource...we all have insights, different perspectives, different experience...when we share this, much greater learning takes place! This requires that the assigned material be read and studied before class.

VSU GENERAL EDUCATION OUTCOMES

#4 Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

#7 Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

College of Business Undergraduate Program Objectives

Students majoring in programs of the Langdale College of Business Administration will be

1. able to effectively utilize analytical skills to solve business problems
2. effective oral and written communicators in a business environment
4. aware of the global business environment
5. competent in management-specific areas

BBA in Management Selected Educational Outcomes

Management Majors can

1. Demonstrate knowledge of management concepts and processes and their applications in organizations
2. Plan, organize, lead, and control in a variety of organizations and cultures
3. Recognize and resolve managerial issues using quantitative and behavioral methods and interpersonal skills

Course Objectives

Specifically it is the objective of this course to teach students to better:

1. Characterize and evaluate personality and individual differences.
2. Understand the distinctions between managing and leading, their attendant theories, and applications in organizations.
3. Understand the differences between groups and teams in order to make appropriate, corresponding, managerial decisions.
4. Comprehend the management of human resources in a legal, global, and multicultural framework with particular attention paid to the role of organizational culture's influences on individuals.
5. Understand the communication process and how to contend with its inherent barriers.
6. Be familiar with the concept of job design and its relationship to motivation and compensation.
7. Describe and evaluate methods of motivating and rewarding individuals and groups.
8. Identify appropriate decision making tools and models for various circumstances.
9. Identify and explain the functions of management.

ATTENDANCE

Class attendance and being prepared to participate in the discussion of the assigned material are part of the requirements of this course. **Do not make appointments for times when this class meets! If you cannot attend regularly, you should drop this class immediately** and plan to register for it again when your schedule permits regular class attendance. In order to be successful in this course, you must attend class regularly and frequently participate in discussions by asking questions, giving examples, criticizing theories and concepts, etc. Attendance with no participation is marginal attendance, at best.

EXAMS

You should be in class ready to begin scheduled exams at the beginning of the period. **If you arrive for a scheduled exam, 20 or 30 minutes late, you have until the last student, who was there on time, completes the exam. Your exam will be collected at that time.** All exams are made up of a combination of multiple choice, true/false, short answer, and/or essay questions. Your answers should be well thought out and well written. **At least two versions of each exam will be administered. Some exam questions may be based on experiential exercises and/or video cases.**

DISHONESTY/CHEATING

ANY instance of academic dishonesty or cheating will, as the saying goes, "be prosecuted to the fullest extent of the law." One of my responsibilities as instructor is to protect the validity of the course - that is, to protect those students who work diligently and earn their grade.

Academic Dishonesty

Academic dishonesty is defined as conduct that violates the fundamental principles of truth, honesty, and integrity. The following conduct is specifically dishonest:

- supplying or using work or answers that are not one's own;
- providing or accepting assistance with completing assignments or examinations;
- interfering through any means with another's academic work;

From this, it's obvious that you can't -- or at least shouldn't:

- turn in an exam, paper, or project that is not wholly your own work;
- copy answers from another student's exam or test;
- get questions and/or answers from students who have already taken an exam or quiz you are scheduled to take;
- have another person take a test for you;
- submit the same paper for two or more classes;
- use other authors' ideas and phrases without proper attribution; and
- collaborate with other students on projects or assignments without your instructor's permission.

How can I avoid even being suspected of cheating?

Innocent behavior may attract negative attention from instructors. But research suggests 1 in 3 students will cheat under certain conditions. To protect yourself from any suspicion of cheating, try the following.

When taking quizzes, tests or exams:

- keep your eyes fixed firmly on your blue book or score sheet;
- don't take any unauthorized gear to the test site, (e.g., study notes, textbooks, calculators, cell phones);
- place your personal belongings under your desk and out of sight;
- don't fiddle (e.g., tap your pencil or fingers, rearrange your clothing);
- take your cap off; ... better yet...don't wear one during exams.
- if you are required to provide blue books, be sure they are void of even the slightest hint of notes and no pages are missing.

MAKE-UP EXAMS

If you cannot take an examination for legitimate reasons, you should contact me prior to the exam or as soon after the exam as possible. It is your responsibility to provide evidence of a legitimate reason for missing an exam, e.g. illness, death in family, crisis or trauma. If a legitimate excuse can not be provided, you will receive a zero (0) for the missed examination. A short answer essay make-up exam (approximately 20 questions) will be offered to those students who miss a regularly scheduled exam or exams for a legitimate reason. If you register for five courses, all of which meet the same days of the week, expect five exams. **Having more than one exam scheduled on the same day is no excuse for missing an exam. Prepare in advance....**

AMERICANS WITH DISABILITIES ACT

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Course Grade Calculation

Exam 1: 20%

Exam 2: 20%

Exam 3: 20%

Exam 4: 20%

Selective Comprehensive Final: 20%

Final Grades

A = 90% - 100%

B = 80% - 89.99%

C = 70% - 79.99%

D = 60% - 69.99%

F = Below 60%

TENTATIVE SCHEDULE OF ASSIGNMENTS

This is a tentative schedule subject to change...necessary changes will be announced in class...if you are absent, it is your responsibility to find out about any adjustments in the schedule.

Month	Day	Date	Chapter
Aug	Monday	12	Intro
	Wednesday	14	1
	Friday	16	1
	Monday	19	1
	Wednesday	21	2
	Friday	23	2
	Monday	26	2
	Wednesday	28	3
	Friday	30	3
Sep	Monday	2	Labor Day
	Wednesday	4	3
	Friday	6	Exam 1
	Monday	9	4
	Wednesday	11	4
	Friday	13	4
	Monday	16	6
	Wednesday	18	6
	Friday	20	6
	Monday	23	8
	Wednesday	25	8
	Friday	27	Exam 2
	Monday	30	9
Oct	Wednesday	2	9
	Friday	4	9
	Monday	7	10
	Wednesday	9	10
	Friday	11	10
	Monday	14	16
	Wednesday	16	16
	Friday	18	16
	Monday	21	CASE
	Wednesday	23	CASE
	Friday	25	CASE

Month	Day	Date	Chapter
	Monday	28	Exam 3
	Wednesday	30	11
Nov	Friday	1	11
	Monday	4	11
	Wednesday	6	13
	Friday	8	13
	Monday	11	13
	Wednesday	13	14
	Friday	15	14
	Monday	18	Turkey!
	Wednesday	20	Dressin'!
	Friday	22	Football!
	Monday	25	14
	Wednesday	27	14
	Friday	29	Exam 4
Dec	Monday	2	Wrap Up

Final Exam Schedule

Section A: December 5, 8:00-10:00/ Section B: December 6, 2:45-4:45

Mid-Term: October 4th