Business Administration 540
Managerial and Organizational Behavior
Spring 2016
Monday 6:00-8:45, Rehn 18

Instructor
Dr. Steve Karau
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Office hours: Mon & Wed 2:00-4:30, Fri 2:00-3:00

Course Overview
This course is designed to introduce major theories and principles of individual and group behavior in organizations. We will survey organizational behavior research and theory, and apply this knowledge to the task of solving problems typically faced by managers in today's organizations. In addition to the basic problems of employee motivation, leadership, team performance, and managerial decision making, emphasis will also be given to issues such as diversity, individual differences, attitudes and behavior, job satisfaction, interpersonal communication, power, and stress and coping. The course format includes lecture, discussion, cases, debates, presentations, and experiential exercises.

Objectives
1. To develop and demonstrate a basic mastery of major concepts, practices, and theories of organizational behavior.
2. To successfully apply major concepts, practices, and theories of human behavior to the resolution of individual- and group-level problems within organizations.
3. To enhance your awareness of a range of potentially biasing factors that can influence perception, attribution, attitudes, judgment, and decision making.
4. To develop an appreciation for the promises and pitfalls of groups and teams, as well as an understanding of strategies for getting the most from groups.
5. To enhance your critical thinking and problem solving skills regarding organizational behavior issues.

Text

Course Assignments and Grades
1. **Quizzes** (20 points each, best 11 of 13 quizzes, 220 points total). Each class (other than the first) will begin with a 10-item multiple-choice quiz covering material from the prior class, with each question worth 2 points. The quiz ends when the last on-time person has finished or after 10 minutes, whichever comes first. Late attendees will not be given additional time. **Final Exam:** I will count your best 11 quizzes. The final exam is optional and consists solely of quiz make-ups and retakes (with a maximum combined total of three). Retakes are no-risk and replace the previous quiz score only if they are higher. The final exam is the only time when make-up quizzes and retakes will be offered, and no more than three combined may be taken at the final. If you wish to attend the final exam, you should notify me at least 24 hours in advance by email and identify the specific quizzes you want to make-up or retake (and also be sure to show up on time, as the exam will officially end when the last on-time person has finished). **Feedback:** Scores and feedback are provided immediately after each quiz, and brief clarifying
questions may be asked at that point. If additional review is desired outside of class, this must be done within one week of the original quiz. Old quizzes cannot be reviewed en masse as a substitute for proper final exam preparation.

2. **Debate** (60 points). Early in the semester you will be assigned to a team of about 3-4 students. Your team will participate in a debate on a specific topic. At the debate, two teams will present opposing sides of an issue. Each team has 8-12 minutes to make their initial case, followed by about 10-20 minutes of open debate, class comments, and class discussion. You will be assigned your debate topic and time early in the semester. As the debate approaches, you should do some reading and research on the topic and meet with your team to prepare your arguments and decide who will present what material. A list of some relevant articles for each debate will be provided early in the semester to get you started, though I encourage you to go beyond this list and conduct your own searches for additional information. It is your responsibility to make arrangements and communicate with your team outside of class. Your team should prepare a brief PowerPoint (or similar) presentation that summarizes its main conclusions. You should email me your presentation file no later than one hour before class on the day of the presentation. If you are using an internet-based presentation program, send me the link to it in the text of an email at least one hour before class. Failure to email me the presentation (or link to it) at least one hour before class will result in a 5-point penalty, and may also eat into your presentation time if you try to load a file during class. I also encourage you to bring printed notes with you in case of technical problems. 40 of the 60 points are based on the overall quality of the team presentation and debate (a shared team score). 20 of the 60 points are based on the quality of your part of the presentation and on how well you speak and conduct yourself during the presentation and debate (an individual score). An example of the evaluation form I use to rate the debates is attached.

3. **Presentation** (45 points). Each team will also be asked to make a 6-8 minute presentation based on an article that you will read and summarize for the class. The presentation should provide an overview of the article, a brief analysis of how managers could use the information within, and a one-slide summary of 25 key take-home points. I will assign you your articles and presentation times early in the semester. You should email me your presentation file (or link to it) no later than one hour before class on the day of the presentation. Failure to email me the presentation (or link to it) at least one hour before class will result in a 3-point penalty, and may also eat into your presentation time if you try to load a file during class. I also encourage you to bring printed notes with you in case of technical problems. 40 of the 45 points are based on the overall quality of the presentation (a shared team score). 15 of the 45 points are based on the quality of your part of the presentation and on how well you speak and conduct yourself during the presentation (an individual score). An example of the evaluation form I use to rate the presentation is attached.

4. **Team Participation** (15 points). Toward the end of the semester, all class members will fill out a brief peer evaluation form rating the other members of their teams on the degree to which they did their fair share of the work and contributed to the debate, presentation, and any in-class team exercises during the semester. I will use these peer evaluations and my own observation of the teams to assign points.

5. **Opinion Paper** (50 points). At the end of the semester, you will be asked to submit a paper that presents your personal viewpoint on the five debates your team did NOT participate in during the semester. Divide your paper into five parts, one for each topic. For each part, clearly label the debate topic and write a 300-500 word essay that presents and defends your own personal viewpoint on the issue. Do not summarize or recap the debate, instead take a personal stand on the issue and defend your viewpoint persuasively. I strongly recommend writing your essay for each debate shortly after viewing it, rather than waiting toward the end of the semester to write all five. Format: Single-space. List the debate topic and leave a blank line between each essay. Your essay for each debate topic must be original and show evidence of active thought. **Submission:** Opinion papers should be submitted via the course website. Be sure to follow the submission instructions carefully. **Grading:** Evaluation will be based on how specific and persuasive your arguments are, how well you defend your viewpoint, and how well-written your response is, such that for each essay 10=excellent, 9=very good, 8=good, 7=marginal, and 0-6=poor.
Deadline: See schedule for deadline. I strongly encourage you to submit your paper early in case you experience any technical problems.

6. **Two Cases** (30 points each, 60 points total). You will be asked to complete two case analyses during the semester (see Schedule for deadlines). Each requires reading about a specific company of your choice and providing detailed answers to several questions. The total length of the answers should be 500-1,200 words long. For further details see Cases on the course website.

7. **Extra Credit.** Occasional extra credit opportunities will be offered and will be announced in class or on the course website. These might involve in-class exercises, online readings, or brief participation in on-campus research relevant to organizational behavior. Total extra credit offered will probably range between 8-12 points.

**Total: 440 points**

Scale:
- A 396-440 points 90.00-100.00%
- B 352-395 points 80.00-89.99%
- C 308-351 points 70.00-79.99%
- D 264-307 points 60.00-69.99%
- F 0-263 points 0.00-59.99%

**Important:** I use a criterion-based grading system with no curving. Every student in the class can earn an A if he or she accumulates 396 or more points during the semester. If you desire a high grade, I encourage you to accept personal responsibility for maximizing your point total by attending to all course deadlines and policies, submitting things on time, attending regularly, and preparing well for class. Please bring any questions or concerns about scoring errors or grading to my attention promptly, not at the end of the semester.

**Close Calls:** If at the end of the semester you are within 5 points of a higher letter grade (i.e., 5 class points out of 430, not 5 percentage points), I will evaluate your record to see if it warrants bumping you up to the higher grade. If you have turned everything in, participated in presentations and debates as scheduled, shown good attention and participation levels in class, and attended regularly, you are a good candidate for a bump. If not, a bump is not justified.

**Course Policies**

1. **Attendance and in-class participation.** Regular attendance is expected, strongly encouraged, and usually highly related to learning and performance in this class. Of course, simply showing up for class is not enough. For this reason, no points are provided solely for attendance and grades will be based on performance. If you have questions, please ask during class or office hours. During discussions and exercises, your active participation is important both for your own learning and for creating a stimulating class environment.

2. **Missed quizzes and presentations.** Missed quizzes can only be made up at the final exam (with a maximum of three make-ups at the final). See quiz information above for more details. Missing a scheduled presentation or debate will lead to 0 points. If the missed presentation or debate was for a documented emergency, I may chose at my discretion to offer you a makeup assignment worth a portion of the points (a makeup for full points is not warranted, given the significant inconvenience to your team).

3. **Professionalism.** Class members are expected to conduct themselves with courtesy and professionalism at all times. All questions and comments made during class must be constructive and respectful. Texting, talking with neighbors, reading non-course materials, or visiting websites not relevant to class is discourteous and unprofessional. Those who create significant distractions may be asked to leave. Please arrive on time and avoid leaving early. If you are late or must leave early, try to enter or leave as quietly as possible. Be sure to turn off and put away all cell phones prior to class and when returning from breaks. During discussions, feel free to debate and criticize ideas actively, but focus on the ideas and refrain from any personal criticisms.
4. **Syllabus Attachment.** Please visit the link below and review the information carefully:

5. **Possible Changes to Syllabus and Course Schedule.** This syllabus represents my best reasonable expectations. However, changes may be made to accommodate our interests or time constraints.

### Getting Full-Text Articles Online at SIU

2. A variety of databases can be accessed from the “ONESEARCH” link. EBSCO, First Search, Proquest, and Google Scholar will be especially useful for this class (or look for Business or Psychology within Databases by Subject).
3. Each database will use a specific search engine format. You should be able to search by author, year, source, title, abstract, etc. in most databases. Searching by both author and year (or author and part of the title) usually works well for finding specific articles you already have the reference for. Searching by title, keyword, or abstract usually works well for finding articles on specific topics. Experimenting and trying several different searches is the best way to learn this quickly.
4. Once you have found the full-text article, you can read it, download it, or e-mail it (for personal use only, relevant copyright restrictions apply).

### Example Evaluation Forms

Each item in each form is rated using the following scale:

- 1 poor
- 2 marginal
- 3 okay
- 4 good
- 5 excellent

#### Team Debate

**Team Ratings**

A. Pacing and adherence to time constraints (in initial presentation)
B. Professionalism and polish (of initial presentation)
C. Visual aids (clear, legible, well-organized)
D. Persuasiveness (quality of arguments and counterarguments)
E. Completeness of arguments (didn’t overlook important issues)
F. Use of evidence (made good use of facts, figures, information, and logic)
G. Professionalism during debate (no personal attacks, didn’t get overly defensive) **Individual Ratings**
H. Clarity of speech (enunciated words cleanly, spoke loudly enough to be heard without shouting)
I. Avoidance of awkward verbal utterances (uh, err, um)
J. Active speaking (spoke actively rather than passively, didn’t just read off notes)
K. Eye contact (made eye contact with all sections of the audience)
L. Persuasiveness (of arguments in individual’s part of presentation and later debate)
M. Active participation in debate (after the presentations)

**Team Score _____** (out of 40)
**Individual Score _____** (out of 20)
**Total Score _____** (out of 60)
**Team Presentation**

**Team Ratings**
A. Pacing and adherence to time constraints  
B. Professionalism and polish  
C. Visual aids (clear, legible, well-organized)  
D. Quality of article overview  
E. Applications for managers (highlighted clearly and succinctly)  
F. Clarity and simplicity of key points (2-5 brief, easy-to-remember key points)

**Individual Ratings**
G. Clarity of speech (enunciated words cleanly, spoke loudly enough to be heard without shouting)  
H. Avoidance of awkward verbal utterances (uh, err, um).  
I. Active speaking (spoke actively rather than passively, didn’t just read off notes)  
J. Eye contact (made eye contact with all sections of the audience)  
K. Quality of material in this portion of the presentation  

Team Score _____ (out of 30)  
Individual Score _____ (out of 15)  
Total Score _____ (out of 45)

**Case Analysis**
A. Quality of answers (specific, thoughtful, persuasive)  
B. Completeness of answers  
C. Application of course concepts and theories  
D. Overall quality of writing, including avoidance of typos and grammatical errors Score _____ (out of 30)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Deadlines, Class Events, and Relevant Book Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>(Martin Luther King, Jr. birthday holiday – no classes)</td>
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</tbody>
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| Jan 25    | Course Orientation  
Introduction to Organizational Behavior (relevant portions of Chapter 1) |
| Feb 1     | Quiz 1  
Organizational Culture (Chapter 2) |
| Feb 8     | Quiz 2  
Individual Differences (Chapter 3) |
| Feb 15    | Quiz 3  
Debate 1  
Stress (Chapter 9) |
| Feb 22    | Quiz 4  
Perception, Attribution, and Emotion (Chapter 4)  
Debate 2 |
| Feb 29    | **Case 1 due by 5:00pm**  
Quiz 5  
Motivation, part 1 (Chapter 5) |
| Mar 7     | Quiz 6  
Motivation, part 2 (Chapter 7, relevant portions of Chapter 6)  
Debate 3 |
| Mar 14    | (Spring Break, no classes) |
| Mar 21    | Quiz 7  
Decision Making (Chapter 14)  
Debate 4 |
| Mar 28    | Quiz 8  
Groups and Teams (Chapter 10) |
| Apr 4     | Quiz 9  
Conflict (Chapter 11, part1) |
| Apr 11    | Quiz 10  
Negotiation (Chapter 11, part 2) |
| Apr 18    | **Case 2 due by 5:00pm**  
Quiz 11  
Communication (Chapter 13) |
| Apr 25    | Quiz 12  
Power (relevant portions of Chapter 12)  
Debate 5  
Leadership, Part 1 (Chapter 15) |
| May 2     | Quiz 13  
Leadership, Part 2  
Debate 6  
Brief Review of Major Course Themes  
**Opinion Paper due by 5:00pm on Thursday May 7** |
| May 9, 5:00pm | Final exam |