



## MGMT 300: Leadership, Teams & Organizational Behavior

**Spring 2016**

<b>Instructor:</b> Eli Awtrey	<b>Class:</b> Tues/Thurs, 8:30pm – 10:20pm, DEM 112
<b>Office:</b> Mackenzie 359	<b>Office Hours:</b> By appointment (directly after class or afternoons preferred)
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### OVERVIEW

As the information economy emerges, many contemporary organizations are finding that the people they employ—and the knowledge and expertise these people hold—are their best source of competitive advantage. The field of Organizational Behavior (OB) has evolved to help organizations manage their people in a way that maximizes the organization’s success. This course is an introduction to the basic concepts and topics in OB, including leadership, personality, decision making, motivation, teams, commitment, satisfaction, justice and more.

**The goal of this course is not simply the transmission of knowledge.** Instead, this course has been designed as an invitation for you to accept and pursue the following three goals:

- 1) **Move beyond the myths and common sense knowledge of about how people work.** We’ll do this by looking at the science behind the behavior of individuals and teams.
- 2) **Apply leadership and other OB concepts to solve real business problems faced by managers and employees.** We’ll do this by applying the scientific theories we discuss to real situations in the workplace.
- 3) **Develop your leadership and management potential.** We’ll do this through a series of assignments in which you’ll experience the phenomena that are presented in lectures or readings.

In order to fully achieve these goals, you’ll need to take advantage of the opportunities provided through this class to learn, practice, and improve in these areas. Be sure to share your experiences (both positive and not so positive) and learning with the class during discussion so that we all benefit from them.

## COURSE CONTENT AND ASSIGNMENTS

NOTE: This schedule is tentative and may be adapted depending on our progress through the quarter.

Class session	Module	Reading Due	Assignments due
Tuesday, March 29	Course Intro	-	
Thursday, March 31	Intro to OB	1	Mini-debate signup (M)
Tuesday, April 05	Job outcomes	2 & 3	
Thursday, April 07	Personality	9	Personality test (M); Team charter
Tuesday, April 12	Ability	10	
Thursday, April 14	Stress	5	Topic and organization proposal
Tuesday, April 19	Motivation	6	Dan Pink video and reflection (M)
Thursday, April 21	Job satisfaction	4	
Tuesday, April 26	Trust & justice	7	
Thursday, April 28	<b>MIDTERM</b>		
Tuesday, May 03	Decision making	8	
Thursday, May 05	Team composition	11	RWP early turn-in (optional)
Tuesday, May 10	Team processes	12	Data reports check-in
Thursday, May 12	Power & influence	13	
Tuesday, May 17	Leadership styles	14	Leadership reflection (M)
Thursday, May 19	Org structure	15	
Tuesday, May 24	Org Culture	16	Org culture preferences (M)
Thursday, May 26	Course wrap-up	-	RWP due Friday
Tuesday, May 31	<i>NO INSTRUCTOR</i>		<i>Work on team projects</i>
Thursday, June 02	<i>NO INSTRUCTOR</i>		<i>Work on team projects</i>
Saturday, June 04	<b>FINAL, time and place TBD</b>		
Tuesday, June 07	<b>TEAM PRESENTATIONS, DEM 112, 10:30am-12:20pm</b>		

Assignment	Description	% of Final Grade
1. Quizzes	Best 5 scores, multiple choice	10%
2. Mini-assignments	5 throughout the quarter, pass/fail	5%
3. Midterm exam	Thursday, April 28 <sup>th</sup> (in class)	15%
4. Real-world paper (RWP)	Individual project, see separate document	20%
5. Final exam	Saturday June 4 <sup>th</sup> , time and place TBD	20%
6. Team project	Tuesday June 7 <sup>th</sup> (presentations and paper)	20%
7. Community participation	Quality is not the same as quantity	5%
8. Research requirement	Participate in research outside of class	5%

## Grading Philosophy

- 1) In short, **I want you to experience failure as a good and natural part of the learning process**—research and common sense both indicate that learning requires trial and error. This often means that early attempts at a new task or set of information will not be shining successes. The structure of this course is set up so that you can fail early without jeopardizing your chances of a reasonable grade for the course.
- 2) **Grades are not given—they are earned.** In your professional careers, you will find that “meeting expectations” is the rule and not the exception. As such, work that meets expectations will receive an average grade. **In order to earn above average grades in this course, your work will need to exceed expectations.**

## Grading Details

- **If you wish to dispute a grade on an exam or assignment**, please return the assignment in question to me along with a written one-page statement describing your dispute<sup>1</sup> *within one week*. Indicate specific questions/items which you would like me to consider, and back up your claims with specific notes, page numbers, cites, etc. Do note that I reserve the right to adjust your grade *in either direction* based on my reanalysis of your assignment.
- **Late assignments** are assessed with a 10% reduction for each day they are late—no exceptions.

## Course Materials and Readings

The textbook for this course is “Organizational Behavior: Improving Performance and Commitment in the Workplace” by Colquitt, LePine and Wesson (4<sup>th</sup> edition).

- This can be found in the UW Bookstore, and there are also copies on reserve in the Foster library.
- Purchasing used copies from online sources will be fine, but double-check them with the reserve copies to ensure that you are getting the complete content.
- **It is important to note that all of the reading is fair game for quizzes or tests, even if it isn’t covered in class.** I will do my best to highlight important areas of the text that I don’t address in class.
- This text is among the best that I’ve seen on the diverse topic of organizational behavior, and many of the things it discusses are relevant for your careers as employees and managers.

### 1. Quizzes (10% of class grade; best 5 scores counted)

There will be multiple short quizzes this quarter (6-8 in total, about one a week). The purpose of these quizzes is twofold. First, it gives both you and me a quick measure of how well you are tracking with the material in the course. Second, it gives you an idea of what the experience of the midterms and finals will be like. The content of these quizzes will be a combination of the course readings and the lectures.

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<sup>1</sup> Full disclosure: I paid for my MBA by working as a parking ticket judge.

## 2. Mini-assignments (5% of class grade)

There are five small assignments that each carry a small pass/fail grade. These are noted on the course content calendar with an (M). Each assignment is worth 1% of your class grade, and most of them prepare you for class discussion the following day.

- 1) Mini-debate sign-up and completion
- 2) Dan Pink video and reflection
- 3) Personality test
- 4) Leadership reflection
- 5) Organizational culture preferences

## 3. Midterm (15% of class grade)

The mid-term will be a combination of multiple-choice questions and short-answer essay questions covering the first half of the class.<sup>2</sup>

## 4. Real world paper (20% of class grade)

This is an individual paper (no more than four double-spaced pages) in which you connect a real world (or fictional) situation with the concepts we're discussing in class. See the separate assignment document for more details. This may be submitted at any point before the end of the class (Week 10), but submissions turned in before class on May 5<sup>th</sup> will have an opportunity for a re-write.

## 5. Final exam (20% of class grade)

The **final for this class will be given on Saturday, June 4<sup>th</sup> (time and place TBD)**, and it will be done jointly with the other MGMT 300 sections. Note that this is different than the regularly scheduled exam time for this section. The multiple-choice questions on the final will not be cumulative, but the best essay questions will incorporate material from the whole course.

## 6. Team Project (20% of class grade)

One of the experiential cornerstones of this class is a group project (detailed description on Canvas).

**The presentations will be during the normally scheduled final exam time for this class (Tuesday June 7, 10:30am-12:20pm). Papers will be due (electronically) at the beginning of the presentation session.**

- 1) Team charter (not graded): A document that describes how your team will function
- 2) Topic and organization identification (10% of project grade): A one-page outline of your intended project
- 3) Data Report (10% of project grade): A checkpoint, at which you are expected to demonstrate the information you have collected for the project
- 4) Final Presentation (40% of project grade)
- 5) Final Paper (40% of project grade)

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<sup>2</sup> My general policy on make-up exams is that they are only for extreme cases. If you believe you have such a situation, let me know. (In this case, expect a make-up exam of multiple essay questions, since it is very difficult to generate a new list of multiple choice questions.)

## 7. Community participation (5% of class grade)

This class works best as a discussion-based exploration of the material we cover. As such, it makes sense to make class participation a non-trivial part of your grade. On average, people will receive 2.5 points for this, with high-quality contributions receiving more points and low-quality contributions receiving less points. (Note that quantity is not the same as quality!)

## 8. Research Requirement (5% of class grade)

In an effort to help you understand the scientific process of studying the management sciences, each student in MGMT300 and MGMT320 is required to complete two research segments per course. A research segment is defined as (1) participation in a research experiment conducted by Management and Organization Faculty or (2) a written review of a research article from an approved management journal. Thus, **to complete the research requirement for a course, you have 3 options:**

1. complete 2 research experiments -or-
2. write 2 written reviews -or-
3. complete 1 experiment and write 1 written review

Experiments will be conducted throughout the quarter and notices regarding the times and locations of these experiments are available at <http://uwbs.sona-systems.com>.

Things to note about the research requirement:

- **Research experiments take 1 hour complete on average and are open from April 4<sup>th</sup> through May 27<sup>th</sup>.** If you would rather satisfy the research requirement by writing research reviews, each written review is expected to require a similar amount of time. Please note that if you do not complete any studies, you need to complete 2 written reviews to satisfy this requirement (option #2 above).
- **If you choose to write a written research review, please do NOT turn it in to your instructor.** Rather, please turn in an electronic copy to [mgmtpool@u.washington.edu](mailto:mgmtpool@u.washington.edu). Written research reviews are due by 5pm on Wednesday May 31<sup>st</sup>. Those who do not complete the research requirement will have a deduction of 5% taken off their final grade.
- **For detailed information on the research process**, using Sona Systems, and the written research alternative, please visit the research website at <https://sites.google.com/a/uw.edu/mgmt-research>
- If you are simultaneously enrolled in multiple courses with research requirements (MKTG 301, IBUS 300, MGMT300, and MGMT320) **you must complete 2 research segments for EACH course.**
- If you have any questions, please contact the Subject Pool Coordinator by email at [mgmtpool@u.washington.edu](mailto:mgmtpool@u.washington.edu). (NOTE: Confidentiality of email messages cannot be ensured.)

# ADMINISTRIVIA

## Technology in the Classroom

While I am sympathetic towards the use of technology in learning, there is very little need for computer or tablet usage in this class. I will provide printouts of the slides at the beginning of every class for your note-taking convenience, and there will be few (if any) readings that are not from the textbook.

Therefore, **computer usage is strongly discouraged during lectures or presentations**. This is primarily to level the playing field for the class. Research indicates that computer usage in the classroom affects your classmates as much as it does you. (Think of those times that you wanted to watch the YouTube video on the computer next to you instead of the instructor.) **The only reason to be using a computer in class is if you are an electronic note taker**. If this is the case, please let me know.

## Assurances of Learning (AOLs)

All core undergraduate business courses include assessments to help us determine if we are meeting learning objectives. Results are used to help the Foster school evaluate how well we teaching you and they allow us to fine-tune curriculum to ensure we are meeting goals and objectives of the course. Additionally, the overall results help the Foster School remain accredited through the Association to Advance Collegiate Schools of Business (AACSB).

In MGMT 300, there are two AOLs:

1. The first assesses your mastery of the core curriculum. You are required to complete a Catalyst quiz for this course which measures your understanding of core course concepts. The quiz is not graded, but you should complete the quiz as diligently as possible so that the results are significant and impact the Foster curriculum. Thus, you should approach the quiz as a closed note, closed book quiz. You should not seek assistance from other students or faculty. Please, do not discuss the quiz with fellow students.
  - The quiz is administered by the Undergraduate Programs Office.
  - An email announcement will be sent out during the first week of June.
  - The quiz is administered through Catalyst. These emails are NOT “spam.” You should, therefore, not request being removed from the mailing list.
  - To ensure that you receive the quiz you should log-in to <http://catalyst.washington.edu/>. Under **Manage Profile**, make sure your email is set to your UW NetID email address.
2. The second component involves rating your team members in terms of their leadership and team-work skills as demonstrated on your team project and class participation. The team and leadership AOL is completed online at the end of the quarter. You will receive an email from the Center for Leadership and Strategic Thinking (CLST) with a *unique* URL for your survey. I will send out an announcement when the surveys are about to be distributed. (Check spam folders, particularly if your UW email is forwarded to another account.) I highly recommend checking your UW NetID email address.

## **Academic Misconduct**

WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to “Practice high standards of academic and professional honesty and integrity.” This means that students will not engage in activities like plagiarism, multiple submissions (submitting a paper for credit to more than once class), turning in a paper that you didn’t write, cheating on exams, or collaborating on individual assignments.

**In short, academic dishonesty IS NOT TOLERATED in any form.** Although you may discuss assignments outside of class, turning in identical assignments, copying off others during exams, looking at someone else’s exam, using past assignments or tests (other than what is posted on Canvas for common use) or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and could result in more severe penalties as allowed by University policy. **Put even more succinctly: do your own work.**

At the Foster School, we strive to promote an atmosphere that encourages “better than compliance.” You are a member of a learning community and expected to uphold the fundamental standards of honesty, respect and integrity. It is your responsibility to model these qualities and encourage others to do the same. Towards these ends, we have developed a code of conduct designed to help you make tough decisions and do the right thing.

## **Undergraduate Code of Conduct**

I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

**HONESTY:** I will be truthful with myself and others.

**RESPECT:** I will show consideration for others and their ideas and work.

**INTEGRITY:** I will be a leader of character. I will be fair in all relations with others.

## **Disability Resources**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from the office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.