MGT 491, Evidence-Based Management, Spring 2014
AB 201; TTh 2:30-3:45

I reserve the right to add or delete from this syllabus at any time.

Professor: Dr. Bret L. Simmons
Office: 401 M Ansari Business Building
Office Hours: TTh 1-2 and 4-5 pm, or by appointment
Phone: 682-9163
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Course Description: Evidence-based management promotes managerial decisions and organizational practices informed by the best available scientific evidence. This course will help students understand how to recognize, interpret, and use evidence-based recommendations for practice.

Expectations: I expect that we will all:

1. Come to every class, on time and prepared.
2. Maintain a relaxed but orderly and professional environment in class.
3. Give each other our best effort at all times.
4. If you ever have a problem or complaint about anything associated with the course, I expect you to give me an opportunity to resolve the issue.

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<th>Projects</th>
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<td>Quizzes</td>
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<td>Mid-term exam</td>
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<td>Final exam</td>
<td>100</td>
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<td>1000</td>
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At the instructor's discretion, borderline grades may be adjusted in the student's favor in exceptional circumstances.

Grading:

A : 930 – 1000
A- : 900 - 929
B+ : 875 – 899
B : 826 – 874
B- : 800- 825
C : 700 - 799
D : 600 - 699
F : < 599

Cell Phone Use:

The use of cell phones for texting or any other reason is strictly prohibited in this class. Cell phone use in meetings is disruptive and unprofessional. The first time you are observed using a cell phone you will lose 50 points from your final grade. The second time you are observed using a cell phone you will lose an additional 100 points from your final grade. The third time you are observed using a cell phone you will lose an additional 150 points from your final grade.
Attendance:
I consider it a professional courtesy to let me know if you are going to be absent. Attendance is defined as being present in class within the first 15 minutes of the class and staying until the class is dismissed.

If you have 5 absences, for whatever reason, 50 points will be deducted from your course total. For each absence over 5, an additional 100 points will be deducted for each absence.

Organizational citizenship:
Participation is strongly encouraged, but it will not be directly measured or graded. Lack of participation, unexcused absences, and distracting behaviors will affect my subject evaluation of your performance.

Quizzes:
There will be 14 quizzes this semester. Each quiz will be worth 15 points and will consist of short answer and multiple-choice questions. Missed quizzes can be made up any time before the next scheduled quiz. Make-up quizzes will be short answer questions, different from the ones on the original quiz.

Midterm exam:
A midterm exam will be given in-class on March 13, 2014. It will cover all material from the first two books. The exam will consist of short answer and multiple-choice questions. The exam will evaluate your knowledge of and ability to apply the most important concepts covered from the things we read and discuss in class.

The best way to prepare for the final exam is to read all assigned materials, attend every class, engage in class discussions, and find ways to continually apply the material to your own work and life. By design, you should not expect good results on this exam if you wait until the last minute and try to “study” for it.

If you miss the mid-term exam it can be made up before the next class meeting. The make-up midterm exam will be all short answer questions, different from the ones on the original exam.

Final exam:
A final in-class exam will be given during the scheduled final exam period, Thursday, May 8, 12:30 – 2:30 pm. The exam will cover all material from the final two books. The exam will consist of short answer and multiple-choice questions. The exam will evaluate your knowledge of and ability to apply the most important concepts from those books.

Final Exam options: If you accumulate 840 points by Thursday, May 1, 2015 you will be awarded the grade of A and be exempt from taking the final exam. I will notify those that qualify for this reward in writing on Tuesday, May 6, 2014. If you think you will qualify for this reward, make sure to attend class on 05/06/14, because you will not be excused from the final exam unless you are notified in writing.

If you have accumulated the following points by 05/01/14, you have the option of accepting the following grade without taking the final exam. If you want this option, you need to notify me in writing (by signing a page I will provide) on 05/06/14.

750 or greater points = B
660 or greater points = C

Projects:

There will be 4 projects this semester designed to help you apply the evidence you learn in each of the 4 books. The projects will be roughly as described below, but additional information for each project may be provided in class.

For each project, your writing should be concise, persuasive, and error-free. Papers should be single-spaced, 12-point font, and one inch margins all around. Please put your name, date, and project title on the first line at the top of the page. Skip two lines, and then begin your writing on the fourth line. Organize your papers with indented paragraphs – do not space between paragraphs.

Project 1: Hard Facts; 200 points, due on or before Thursday, February 18, 2014.

On the first day of class, you will be assigned a question that can be answered using evidence-based management research. Here are the optional questions:

1. If you want to improve employee effectiveness, should you hire for personality or attitude?
2. Are happy workers more productive workers?
3. Does employee engagement have an effect on employee or organizational performance?
4. Does the glass ceiling still exist or is the workplace a level playing field?
5. Do sales commissions improve employee or organizational performance?
6. Why do people behave badly (e.g. bully, uncivil, deviant) at work?
7. What is the most effective style of leadership and why don’t more leaders use it?
8. How is the current generation of employees (millennial) different from other generations?
9. How do you motivate employees to be high performers?
10. Does the performance appraisal process improve employee performance?

Present your evidence-based answer to your assigned question in a 5 page paper. Your answer must be based on the five best studies published in peer-reviewed management or psychological journals. Only studies available in full text version through our university library database are acceptable. You are required to print and attach to your paper the first page of all five studies that you use as evidence – 5 points will be deducted from your final score for each study (first page only) you fail to attach.

The first page of your paper should be an executive summary of the question and what you believe to be the answer including your recommendations for how to implement the evidence. The next 3 pages should summarize the best five studies that you used as the basis for your answer. Your writing in this section should demonstrate knowledge of the study that goes beyond the abstract. The final page should synthesize the findings of your five studies.
For full credit, all five of your sources must come from high quality journals. You must answer the specific question completely, and offer insightful, legitimate and specific recommendations for practice based on your research.

Here is a screen shot of the first page of a study

* Academy of Management Journal

**FLATTERIES WILL GET YOU EVERYWHERE (ESPECIALLY IF YOU ARE A MALE CAUCASIAN): HOW INGRATIATION, BOARDROOM BEHAVIOR, AND DEMOGRAPHIC MINORITY STATUS AFFECT ADDITIONAL BOARD APPOINTMENTS AT U.S. COMPANIES**

JAMES D. WESTPHAL
University of Michigan

ITHAI STERN
Northwestern University

This study examined influences on the likelihood that directors of U.S. corporations will receive additional board appointments. We tested hypotheses with original survey data from 760 outside directors at large and medium-sized U.S. firms. Supplementary analyses assessed post-Enron era generalizability. Directors increased their chances of board appointments via provision of advice and information to CEOs and ingratiatory behavior toward peer directors. Ethnic minorities and women were rewarded less on the director labor market for such behaviors. Directors also increased their appointment chances by engaging in low levels of monitoring and control behavior, and demographic minorities were punished more for such behaviors.

In this study we examine the determinants of individual success in the market for corporate directors. Specifically, we consider how the behavior and demographic characteristics of outside directors affect the rate at which they acquire additional board appointments. Directors who hold numerous board seats exert considerable influence over U.S. tial influence over business and society, the question of which directors are most likely to acquire further appointments is of considerable theoretical and practical importance. Yet understanding of what determines success in the market for corporate directors remains limited. Agency theorists have argued that an individual’s attractiveness in

Project 2: Give and Take; 200 points, due on or before Tuesday, March 11, 2014

On pages 261 through 268, the author lists 10 actions for impact, suggestions for how you can practice being more otherish. You will complete FOUR of these activities. Everyone will do activity #5, Embrace the Five-Minute Favor, and activity #10, Seek Help More Often.

Choose TWO more activities from the following:
Activity #2: Run a Reciprocity Ring
Activity #3: Help Other People Craft Their Jobs – Or Craft Yours to Incorporate More Giving
Activity #4: Start a Love Machine
Activity #7: Join a Community of Givers
Activity #8: Launch a Personal Generosity Experiment
Plan your projects early and make sure you give yourself enough time to complete them by the due date. Report what you accomplished and learned in a 5 page paper. Make sure to be descriptive as well as reflective as you describe your activities. Your writing should be concise, persuasive, and error-free. Papers should be single-spaced, 12-point font, and one inch margins all around. Please put your name, date, and project title on the first line at the top of the page. Skip two lines, and then begin your writing on the fourth line. Organize your papers with indented paragraphs – do not space between paragraphs.

Project 3: Decisive; 100 points, due on or before Thursday, April 10, 2014

On pages 257 to 266 of the book, the authors give examples of how to apply the WRAP process with three “clinics.” You can find more examples of how to apply the process by registering at their website (see page 254).

Identify a real decision that you are facing this semester. Apply the format from the clinics in the book to your decision:

1. Situation
2. What are my options?
3. How can I make a good decision
4. Reflection on the process

Report what you decided and learned in a 3 page paper. Make sure to be descriptive as well as reflective as you document how you applied the process. Your writing should be concise, persuasive, and error-free. Papers should be single-spaced, 12-point font, and one inch margins all around. Please put your name, date, and project title on the first line at the top of the page. Skip two lines, and then begin your writing on the fourth line. Organize your papers with indented paragraphs – do not space between paragraphs.

Project 4: To Sell is Human; 100 points, due on or before Tuesday, April 29, 2014

Complete the following exercises from the book:

1. Page 90. Are you an introvert, extrovert, or ambivert? Take the exam described in the book. Take a screen shot of the results to include in your report. Now interpret the result – what does this mean to you?
2. Page 118. Take the Positivity Self-Test http://www.positivityratio.com/single.php (the web address in the book is not correct). Take a screen shot of the results to include in your report. Now interpret the result – what does this mean to you?
3. Pages 177-179. Develop for yourself the six pitches described in the text. Pick your favorite pitch and answer the three key questions described on page 179.

Report what you learned in a 3 page paper and be sure embed the three requested screen shots in your paper. Make sure to be descriptive as well as reflective as you document how you completed these three exercises. Your writing should be concise, persuasive, and error-free. Papers should be single-spaced, 12-point font, and one inch margins all around. Please put your name, date, and
General Policies:

1. If any member of the class feels that he/she has a disability and needs special accommodations of any nature, you should contact your instructor and the Disability Resource Center, Thompson Building, Suite 101, 784-6000. Reasonable accommodations will be made to ensure that you have a fair opportunity to perform in class.
2. If you have a concern about a grade or a course policy, please see me during office hours or make an appointment to meet. I cannot discuss your grade on any assignment or your concern about any policy (e.g. absences) in front of the class.
3. **Late work is not accepted.** Late work will receive a score of zero.
4. All assignments are due in class on the due date and must be submitted in person. Assignments that are submitted via e-mail, slid under my door, or left with the secretary will be returned with a grade of **zero unless this arrangement was negotiated with me in advance.**
5. Disruptive behavior will be addressed using a progressive discipline approach. **Any single instance of disruptive or unprofessional conduct may result in the loss of a letter grade in the course, regardless of where we are in the progressive disciplinary process. A separate section of this syllabus expands on this policy.**
6. Please turn your cell phones OFF during class. **Please DO NOT send or receive text messages during class.** Cell phones MUST be stored whenever examination material is on your desk. A separate section of this syllabus expands on this policy.
7. Laptops and Ipads are permitted for taking notes and setting up social profiles in class. Please do not use these devices in ways that distract your classmates.
8. The COBA Curriculum committee approved the following recommended maximum work/credit hours schedule for students.

<table>
<thead>
<tr>
<th>Work Hours/Week</th>
<th>Credits taken/semester</th>
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<tbody>
<tr>
<td>10 hours</td>
<td>15 credits</td>
</tr>
<tr>
<td>20 hours</td>
<td>12 credits</td>
</tr>
<tr>
<td>30 hours</td>
<td>9 credits</td>
</tr>
<tr>
<td>40 hours</td>
<td>6 credits</td>
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The maximum work both ways. For example, a student working 10 hours per week should not take more than 15 credits and conversely, a student who is taking 15 credits should not work more than 10 hours per week.

**Statement on Audio and Video Recording**

“Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
ACADEMIC HONESTY

All work in this course must be completed in a manner consistent with UNR Academic Standards for Students [http://www.unr.edu/sjmas/Academicstandards1.htm](http://www.unr.edu/sjmas/Academicstandards1.htm)

You should also be familiar with the information on student conduct at the following site [http://www.unr.edu/stsv/acdispol.html](http://www.unr.edu/stsv/acdispol.html). Below is an excerpt of that policy:

**Student Conduct Regulations and Policies**

The University of Nevada, Reno has established regulations and policies for student conduct that support the core educational mission of the University of Nevada Reno, students and student groups and/or organizations. The following conduct violates our university community standards and subjects a student, or a student group/organization to sanctions under the Student Code of Conduct. The following conduct is prohibited:

1. Acts of dishonesty, including but not limited to the following:
   1. Cheating, plagiarism, fraudulently obtaining grades, or other forms of academic dishonesty.
   2. Furnishing false information to any University official, faculty member, or office.
   3. Forgery, alteration, or misuse, theft, or using without permission, any University document, or record.

2. Disorderly conduct, including the disruption or obstruction of teaching, research, meetings, business and administration, disciplinary proceedings, or other University activities; including public service functions and outreach activities on or off campus, or other activities when the conduct occurs on University premises.

3. Failure of the student to present proper credentials: student identification card, driver's license, or parking registration, to university officials upon their request.

4. Conduct that endangers the health or safety of any member or guest of the university community, including conduct that endangers the student him/herself.

5. Physical abuse, verbal abuse, threats, intimidation, coercion, and/or conduct that threatens or endangers the health or safety of any person.

6. Interference by force, threat or duress with the lawful freedom of movement of persons or vehicles on university premise.

7. Resisting or obstructing such university or other public officials in the performance of their duties.

8. Failure to comply with the directions of University officials acting in accordance with their duties and/or failure to identify oneself to these persons when requested to do so.

**Disruptive Behavior:** As stated in the General Policies section of this syllabus, disruptive behavior will be addressed using a progressive discipline approach. Disruptive classroom behavior is also a violation of the UNR Student Code of Conduct.
If your behavior in the classroom disrupts my teaching, you will be asked to leave the class. If you are asked to leave the class, you need to do so immediately and without comment. If you fail to leave when asked, you will be in violation of #8 of the UNR Student Code of Conduct.

If you are asked to leave the class for disruptive behavior, you will be identified to the UNR Office of Student Conduct. Before you are allowed to return to class, you will be required to meet with me and the UNR College of Business Associate Dean to develop an plan to address the disruptive behavior. You will also lose a letter grade per the syllabus (see below).

If you fail to leave the class when asked, your administrative removal from the class will be justified and considered.

**EXTRA CREDIT:**

Extra credit opportunity is provided not only to help your grade, but also to encourage you to engage in activities that will either support the class or enhance your learning experience. I do not provide a “curve” at the end of the course, so please consider this your opportunity to provide your own “curve”.

**Opportunity #1: Student data sheet (30 points possible)**

*This offer expires on Tuesday, March 4, 2014 during office hours*

For 5 points, fill out the student data sheet that I will provide you and bring it with you to my office during office hours to introduce yourself. For the full 30 points, attach a recent photo of yourself to the data sheet. Please don’t simply slide the sheet under my door - you have to at least say, “hello, my name is...” and shake my hand to register points.

**Opportunity #2: Independent Learning Activities (20 points possible)**

Twice during the semester, independent learning activities will be assigned to compensate for class time. Each of these activities will be worth 10 points for a total possible 20 points.
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<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1/21</td>
<td>Introduction/Syllabus Quiz 1</td>
<td>NO CLASS Independent learning assignment</td>
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<tr>
<td>1/28</td>
<td>Hard Facts Quiz 2</td>
<td>Hard Facts</td>
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<tr>
<td>2/4</td>
<td>Hard Facts Quiz 3</td>
<td>Hard Facts</td>
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<td>2/11</td>
<td>Hard Facts Quiz 4</td>
<td>Hard Facts</td>
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<tr>
<td>2/18</td>
<td>Give and Take Quiz 5</td>
<td>Give and Take</td>
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<td>Project #1 Due</td>
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<tr>
<td>2/25</td>
<td>Give and Take Quiz 6</td>
<td>Give and Take</td>
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<tr>
<td>3/4</td>
<td>Give and Take Quiz 7</td>
<td>Give and Take</td>
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<td>3/11</td>
<td>Decisive Quiz 8</td>
<td>Mid-term exam</td>
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<td></td>
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<td>Project #2 Due</td>
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<td>3/18</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/25</td>
<td>Decisive Quiz 9</td>
<td>Decisive</td>
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<tr>
<td>4/1</td>
<td>Decisive Quiz 10</td>
<td>Decisive</td>
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<td>4/8</td>
<td>Decisive Quiz 11</td>
<td>Decisive</td>
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<td>Project #3 Due</td>
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<td>4/15</td>
<td>NO CLASS Independent learning assignment</td>
<td>To Sell is Human Quiz 12</td>
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<td>4/22</td>
<td>To Sell is Human</td>
<td>To Sell is Human Quiz 13</td>
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<td>4/29</td>
<td>To Sell is Human</td>
<td>To Sell is Human Quiz 14</td>
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<td>Project #4 Due</td>
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<tr>
<td>5/6</td>
<td>Final Review</td>
<td>Final Exam 12:30 – 2:30</td>
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I reserve the right to add or delete from this schedule and syllabus. Changes may be necessary to accommodate time constraints.