BADM 720 – Management and Organizational Science, Fall 2015
AB 107, MW 5:30 pm – 6:45 pm

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

Professor: Dr. Bret L. Simmons
Office: 412 Ansari Business Building
Office Hours: MW 4-5; T 5-6:30 or by appointment
Phone: 682-9163
E-mail: simmonsb@unr.edu
Web-site: http://www.business.unr.edu/faculty/simmonsb/ (no webcampus)

Text: Nelson & Quick (2014) ORGB4
Extra Reading: Give and Take (2013) Adam Grant
Case package (these are copyrighted, so please do NOT copy and share them). Purchase the cases directly from Harvard Business Publishing by visiting this link:

https://cb.hbsp.harvard.edu/cbmp/access/38973333

Prerequisites: none

Course Description: Study of theory and current management research dealing with individuals and small group behavior in organizations. Topics include individual differences, attitudes, motivation, rewards, job satisfaction, communication, conflict resolution and trust. Managerial applications stressed.

Purpose: My purpose is to change your mind about the value of partnering with others to build healthy, responsible organizations where everyone can thrive.

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.

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Independent Learning Exam</td>
<td>200</td>
</tr>
<tr>
<td>Case/Article Evaluations</td>
<td>400</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
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Grading:

- A: 930 – 1000
- A-: 900 - 929
- B+: 875 – 899
- B: 826 – 874
- B -: 800 - 824
- C: 700 - 799
- D: 600 - 699
- F: < 599

At the instructor's discretion, borderline grades may be adjusted in the student’s favor in exceptional circumstances
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 75 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.

Independent learning exam.

Read and study the book *Give and Take* on your own. I will not formally cover this book in class (e.g. notes). An exam worth 200 points covering the material in the book will be given on September 28, 2015. You will be allowed to use one page (double-sided) of your unique notes for the exam, and your notes must be turned in with your exam. Individuals that share with or re-produce notes for others will receive a score of zero on the exam. If you have an excused absence (see the exam absence policy) you can make the exam up on either 9/30 or 10/5.

Midterm exam:

A midterm exam will be given in-class on October 21, 2015. It will cover all material in chapters 1-6. 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.

Final exam:

A comprehensive, in-class exam will be given during the scheduled final exam period, Friday, December 11, 2015 at 6 pm. The exam will cover all assigned materials and in-class discussions for the entire semester. 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 during the semester.
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.

**Case/Article Evaluations:** The case packet you will purchase contains 7 articles and 9 cases. In addition, there are 2 articles posted on my website that you will also evaluate. A 1-2 page (single-spaced, 1 inch margins, 12 point font) evaluation of each article and case will be due in-class on the date the article or case is scheduled to be discussed (please refer to the syllabus).

For each article, your evaluation will begin with a 1-2 paragraph summary of the most important things you learned and can apply from the article. Following the summary, your evaluation will include a bulleted outline of the major sections of the article. For full credit, you must follow this format.

For each case, your evaluation should address the following:
1. **What are the symptoms?** I’m especially interested in how people are behaving.
2. **What are the root causes** of the symptoms or manifest behaviors?
3. **How would you** fix or change the root causes?
4. **Why would your solution work?**

For full credit, you must follow this format and make it easy for me to find the 4 items I am looking for.

**Articles:**
- HBS Learning by the case method, (8/31)
- HBS Article: Teaching Smart People How to Learn, by Chris Argyris (8/31)
- HBS Article: Be careful what you pay for, you may get it (10/19)
- HBS Article: Evidence Based Management (11/4)
- HBS Article: Diamonds in the Data Mine (11/9)
- HBS Article: Level 5 Leadership (11/16)
- HBS Article: The Authenticity Paradox (11/25)

*From my website:*
- Good to Great or Just Good (11/4)
- ACT Change (12/7)

**Cases:**
- Stanford University Case: Southwest Airlines: Using Human Resources for Competitive Advantage (A), (10/5)
- HBS Specialty Medical Chemicals, (10/7)
- HBS Nordstrom: Dissention in the Ranks? (A), (10/12)
- Stanford University Case: SAS Institute (A) (10/14)
- HBS Compensation and Performance Evaluation at Arrow Electronics (10/26)
- HBS Children’s Hospital Boston (10/28)
- HBS Harrah’s Entertainment, Inc. Rewarding Our People (11/9)
- HBS Army Crew Team (11/23)
- HBS Teaming At Disney Animation (12/2)

Each case evaluation is worth 100 points, and each article evaluation is worth 50 points for a total of 1350 points. I will take your average and multiply it by 400 to determine your points in this category.
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. Exam Absence Policy: An absence is considered excused if 1) you are out of town on a university sponsored or work related (traveling on business) event, 2) you are sick or hospitalized, or 3) you are attending a funeral. I must approve all absences in advance and I must receive your written documentation within one week of the absence. Please understand that you MUST provide written documentation for your absence to be excused.

8. The student may not take examination material out of the classroom. Taking copies of the test from the classroom will be treated as academic dishonesty and result in the grade of zero for the exam in question.

9. Laptops and Ipads are permitted for taking notes or setting up platforms in class. Please do not use these devices in ways that distract your classmates or our guest speakers.

10. 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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

The maximums 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 premises.

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. If you take advantage of all of the options listed below, you could potentially earn 50 extra credit points. I do not provide a “curve” at the end of the course, so please consider this your opportunity to provide your own “curve”. These opportunities are entirely optional.

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

*This offer expires on Monday, 09/28/15 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: MBTI (20 points possible). Due ONLY on Tuesday, 09/14/15 IN-CLASS.**

Take the MBTI (I will provide a handout or link). Tell me your type, then *interpret your type and tell me how accurate your type is.* Please devote one page, single-spaced, 12-point font, 1-inch margins to your written interpretation. This exercise will be accepted **ONLY** on Tuesday, 09/14/15 IN-CLASS.

**Schedule note:** The tentative schedule provided on the next page is just that – tentative. The amount of time we spend each class period with questions and discussion is unpredictable; therefore, I can only estimate when we will start and finish any given chapter or topic. If, for example, Chapter 3 is assigned on Tuesday and we don’t finish it, then we will take up where we left off in the material when we meet again on Thursday. Any assigned material not covered will be “rolled over” to the next class until, and we will eventually “catch-up” with the schedule.

The case/article evaluation schedule is NOT tentative. That is a hard schedule and all evaluations are due on the dates indicated in the syllabus, regardless of our progress covering the material.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Introduction/Syllabus</td>
<td>Text chapter 1</td>
</tr>
</tbody>
</table>
| 8/31 | HBS: Learning by the Case Method  
HBS Note: Teaching Smart People  
How to Learn                      | Text chapter 1 and 2                     |
| 9/7  | **NO CLASS**                  | Text chapter 3                           |
|      |                               | Extra Readings                           |
| 9/14 | Chapter 3                     | Chapter 3 and 4                          |
| 9/21 | Text chapter 4                | Text chapter 4                           |
|      |                               | Extra Readings                           |
| 9/28 | **Independent Learning EXAM** | Text chapter 5                           |
| 10/5 | Stanford Case: Southwest Airlines  
Text chapter 6                      | HBS Specialty Medical                    |
| 10/12 | HBS Nordstrom  
Text chapter 6                     | HBS The SAS Institute                    |
| 10/19 | HBS Sins of Commission: Be careful what you pay for  
Text chapter 8                     | **Mid-Term Exam**                        |
| 10/26 | HBS Compensation and Performance Evaluation at Arrow:  
Text chapter 9                     | HBS Children’s Hospital Boston           |
| 11/2  | Text chapter 10               | Text chapter 11                           |
|      | Extra Readings                | HBS Evidence Based Management            |
|      |                               | Extra reading: Good to Great or Just Good (see website) |
| 11/9 | HBS Diamonds in the Date Mine  
HBS Harrah’s Entertainment, Inc.: Rewarding Our People  
Text chapter 12                     | **NO CLASS**                             |
| 11/16 | Text chapter 12               | Text chapter 12                           |
|      | HBS Level 5 leadership        |                                          |
| 11/23 | Text chapter 12               | Text chapter 12                           |
|      | HBS Army Crew Team            | HBS: The Authenticity Paradox            |
| 11/30 | Text chapter 12               | Text chapter 12                           |
|      |                               | HBS Teaming at Disney Animation          |
| 12/7  | ACT Change; Trust (no article) | **Prep Day – NO CLASS**                   |
|      | **FINAL EXAM**                |                                          |
|      | Friday, December 11, 2015, 6-8 pm |                                          |

I reserve the right to add or delete from this schedule and syllabus. Changes may be necessary to accommodate time constraints.