BADM 720 – Management and Organizational Science, Spring 2010
AB 201, 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: 310 G Ansari Business Building
Office Hours: MW 11-12; MW 4-5; or by appointment.
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Case package (these are copyrighted, so please do NOT copy and share them).

There is a packet of cases that you will obtain directly by visiting http://www.xanedu.com/
If you don’t already have an account with them, you will need to create one. The course packet number is 319518. For digital access (you print your own copies), the price should be $92.

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

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Grading:

A: 950 – 1000
A-: 900 - 949
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.
Attendance:

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.

Just having to work late is not an excused absence.

If you have a total of 5 absences, excused or unexcused, you will automatically fail the course.

Participation:

Participation is strongly encouraged, but it will not be directly measured or graded. Lack of participation and unexcused absences will affect my subject evaluation of your exams, book evaluation, and online activity.

Midterm exam:

A written, take home midterm exam will be due at the start of class on Wednesday, March 10, 2010. Watch one of the films listed below and use specific course concepts to describe and explain specific behaviors of the characters in the film. Your written evaluation should be no more than 1200 words (please include a word count). Please do NOT write a critique of the film. Please use SPECIFIC concepts and terms that we use in class to describe the personalities, attitudes, and behaviors of the characters as portrayed in the film. The more specific you can be in describing personalities, attitudes, and behaviors observed in the film and explaining them with our concepts, the higher grade you will receive on this assignment. Explanation is more valuable than description. Please do NOT give me a summary or synopsis of the film – I already know what they are about. What I don’t know until you demonstrate it is how well you understand and can apply the concepts we are studying. You can select any ONE of the following films:

- Twelve O’Clock High (1949)
- Crimson Tide (1995)
- Norma Rae (1979)
- North Country (2005)
- The Endurance (2000)
- The Devil Wears Prada (2006)
- Miracle (2004)
- Remember the Titans (2000)

Final Exam:

A written, take-home final exam is due by 5 pm on Friday, May 7, 2010. In a paper of no more than 2000 words (must include a word count), please answer the following question using specific concepts discussed in the course:
Describe the best boss you have ever had and explain what made them so effective? Please use the specific concepts we have covered in class this semester. DO NOT introduce any new concepts that we have not discussed in class. Your task is to demonstrate that you understand and can apply the concepts we have studied this semester.

Final Exam note: If you accumulate 800 points by 05/03/10, 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 05/03/10. If you think you will qualify for this reward, make sure to attend class on 05/03/10 because you will not be excused from the final exam unless you are notified in writing.

Book Evaluations (due any time, but NOT LATER THAN Monday, April 19, 2010)

Each of the following books contains knowledge that I believe will separate you from your peers if you are able to master it and apply it to your work. You will select ONE of the following books (your choice) to read and evaluate:


Here is the scenario I’d like you to consider:

Your CEO has heard of the book __________ and wonders if it should be required reading for her top management team. She has asked you to read the book and to provide her with your evaluation, which she wants in the form of a 6 page report. The first page of the report should be a one page executive summary giving your recommendation for the book (first paragraph) and a very brief overview of the book (rest of the page). The next 4 pages should be a concise and insightful summary of what you consider to be the most important learning points from the book that you think merit the CEO’s attention. Include in this 4 pages at least one page that discusses what your company could DO with the information that you learned from the book – in other words, make some recommendations for implementation. The final page of your report should reiterate your recommendation to the CEO as to whether or not the book should be required reading for her top management team and then provide a bulleted list of rationale to support your recommendation.

Please prepare a professional report, as if you were going to present it to your CEO. Your report should be double-spaced, 12-point font (times New Roman), 1-inch margins (check this in page setup so that you don’t have the 1.25” default margins).

Online Activity:

1. Create a blog for yourself at www.wordpress.com You will use this blog to chronicle the things you are learning in the class. AT a minimum, you will create a blog entry for every assigned case and extra reading PRIOR to the date we will discuss the case or extra reading in class. The purpose of this is to assure that you are prepared to discuss the case or reading in class. Your blog entry should discuss the most important things you LEARNED from the case or reading. Please do not just tell me what the case or article says – I already know that. What I don’t know until you tell me is what you THINK about it, and how what you learned might have a chance to affect your own behavior.
2. Please establish an account for yourself at [http://www.linkedin.com/](http://www.linkedin.com/) Set-up your profile by 01/25/10 and work to establish at least 50 connections by 02/04/10. There are 38 people in this class, so getting to 50 will not be that difficult. Join the group WalNet: UNR Graduate School of Business Network, BADM720 – Spring 2010, AND at least ONE additional group – your choice. At the end of the semester, you have the option to delete your linkedin account. **Make sure to post your blog address at your linkedin account.**

3. Subscribe via e-mail or RSS reader to **all** of the following blogs listed in the blog roll at [www.bretlsimmons.com](http://www.bretlsimmons.com) I **highly recommend** you get an account with Google Reader.

Mary Jo Asmus
Incentive Intelligence
Management Excellence
Three Star Leadership
Great Leadership
Bob Sutton

You are free to subscribe or monitor other blogs, but you must subscribe to these six.

These individuals post pretty regularly and they are good about responding to comments. You should get notifications of new articles from at least one of the five websites almost daily. Find a blog post that interests you and leave the author a concise but substantive comment. If they are going to reply to your comment, most blog authors do so within a day. Print the blog article, your comment, and the blog author’s response to your comment and bring it to class with you **every Monday**. This assignment is first due on Monday, January 25, 2010.

I will provide two separate evaluations of your online activity, each worth 200 points for a total possible score of 400 points. The first evaluation will be returned to you on 03/10/10 and the final one returned on 05/03/10.

**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. **Late work is not accepted.** Late work will receive a score of zero.
3. 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.**
4. The exam absence policy applies to all graded assignments and attendance.
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.**
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.
7. The COBA Curriculum committee approved the following **recommended** maximum work/credit hours schedule for students.

| Work Hours/Week | Credits taken/semester |
10 hours 15 credits
20 hours 12 credits
30 hours 9 credits
40 hours 6 credits

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.

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/acdismpl.html](http://www.unr.edu/stsv/acdismpl.html)

Below is an excerpt from that policy:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) cancelling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

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 (20 points possible)
This offer expires on Wednesday, 02/17/10 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 20 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 (10 points possible). Due ONLY on Wednesday, 02/03/10, in-class.**

Take the MBTI found on pages 89-91 of your text. Take the exam and bring the results to class with you. 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 Wednesday, 02/03/10 **IN-CLASS**.

**Opportunity #3: Online survey (20 points)**

*Due date to be determined*

I am conducting a research study with some other colleagues here at the University of Nevada Reno. This study will be approved by the UNR Social Behavioral IRB. Your help with this survey is NOT mandatory but would be greatly appreciated. To receive the full 20 points, simply log on to the site and take the survey. We are offering extra credit in other classes as well, so if you take the survey in another class each class will offer you 15 points of extra credit. So, for example, if you have three classes that all offer this opportunity, you will have to take the survey three times to receive credit in each class. We do this because each time you take the survey it provides valuable information.

The survey will only be offered for extra credit for a short period of time. When you are notified that the survey is ready to take online, you will need to complete the survey within the allotted time (e.g. 10 days). If you do not complete the survey in this window the extra credit is not available.

**Opportunity #3 Alternative: Article summary (20 points)**

If you do NOT want to take the online survey but still want to get these 20 points of extra credit, you can do this alternative assignment. Note that you cannot do BOTH assignments for a total of 40 points – only one of the other for a total of 20 points. Please remember that BOTH assignments are entirely optional.

Read the Pew Report on Generational Difference found at this link


Write a ONE page evaluation of this focusing on how well the report describes your generation and any other generation you are familiar with. So, for example, if you are a millennial, how well does the information on that group describe you, and how well does it describe boomers (for example)

Your report should be single-spaced, one-inch margins, twelve-point font.

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**Tentative Schedule**
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<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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<tr>
<td>1/18 – 1/20</td>
<td><strong>Holiday: No Class</strong></td>
<td>Introduction/Syllabus</td>
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<tr>
<td>1/25 – 1/27</td>
<td>HBS Note: Teaching Smart People How to Learn; Text chapter 1 Extra Readings</td>
<td>Text chapter 1 and 2 Extra Readings</td>
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<td>2/1 – 2/3</td>
<td>Text chapter 3 Extra Readings</td>
<td>Text chapter 3</td>
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<tr>
<td>2/8 – 2/10</td>
<td>Text chapter 4 Extra Readings</td>
<td>Text chapter 4</td>
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<tr>
<td>2/15 – 2/17</td>
<td><strong>HOLIDAY</strong></td>
<td>Stanford Case: Southwest Airlines</td>
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<td>2/22 – 2/24</td>
<td>Text chapter 5 Extra Readings</td>
<td>HBS Specialty Medical</td>
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<tr>
<td>3/1 – 3/3</td>
<td>HBS Nordstrom HBS The SAS Institute</td>
<td>Text chapter 6 Extra Readings</td>
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<td>3/8 – 3/10</td>
<td>HBS Compensation and Performance Evaluation at Arrow: HBS Sins of Commission: Be careful what you pay for</td>
<td>Text chapter 7 <strong>Mid-term Exam Due</strong> Online Evaluation #1 returned</td>
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<td>3/15 – 3/27</td>
<td><strong>Spring Break</strong></td>
<td>Spring Break</td>
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<td>3/22 – 3/24</td>
<td>Text chapter 8 Extra Readings</td>
<td>Text chapter 9 Extra Readings</td>
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<td>3/29 – 3/31</td>
<td>HBS Evidence Based Management Extra reading: Good to Great (see website)</td>
<td>HBS Diamonds in the Date Mine HBS Gary Loveman and Harrah’s</td>
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<td>4/5 – 4/7</td>
<td>Text chapter 10 Extra Reading: The Dean’s Disease</td>
<td>HBS Level 5 leadership Text chapter 11</td>
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<td>4/12 – 4/14</td>
<td>Text chapter 11 Extra Readings</td>
<td>Text chapter 11 HBS: Layoffs</td>
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<td>4/26 – 4/28</td>
<td>Text chapter 11</td>
<td>Organizational Silence Trust</td>
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<td>5/3 – 5/5</td>
<td>Course Evaluations ACT Change Online Evaluation #2 returned</td>
<td><strong>PREP DAY – NO CLASSES</strong></td>
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**Final Exam**

All papers due by Friday, May 7, 5 pm

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