

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

1-2015

### BMGT 340.50: Management & Organizational Behavior

Bambi M. Douma

University of Montana - Missoula, [bambi.douma@umontana.edu](mailto:bambi.douma@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

---

#### Recommended Citation

Douma, Bambi M., "BMGT 340.50: Management & Organizational Behavior" (2015). *Syllabi*. 2580.  
<https://scholarworks.umt.edu/syllabi/2580>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).



**BMGT 340: Management & Organizational Behavior**  
Spring 2015 Syllabus for Section 50 ONLINE COURSE  
Three credits, Traditional Grading option only  
Course Pre-requisites: Junior in Business; lower core  
Course Co-requisite: none

### **Course and Instructor Information**

Instructor: Dr. Bambi Douma

Virtual Office Hours: TBD *\*\*Exceptions will be posted in a Moodle Announcement\*\**

Other times by appointment

Preferred Method of Contact: [Dr. Douma's Email](mailto:bambi.douma@business.umt.edu) (bambi.douma@business.umt.edu)

Class Location: Fully online at UOnline [Moodle BMGT 340, Section 50](http://umonline.umt.edu)

(<http://umonline.umt.edu>).

### **Program Mission Statement and Assurance of Learning**

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

### **Management & Organizational Behavior: Course Description and Objectives**

Catalog Course Description: Offered every term. Prereq., junior standing in Business. An intensive examination of the fundamentals of management and organization supported by the application of behavioral science principles to the management of people in organizations.

#### **Primary Objectives**

1. BMGT 340 provides students the opportunity to learn about the foundations and fundamentals of management and organizational behavior. A combination of readings,

films, self and group assessments, and both in-class and outside exercises will be used to enhance learning and understanding in this area.

2. Students develop an understanding of behaviors, reasons for behaviors (such as ability or motivation issues), and appropriate – as well as legal and ethical – ways of dealing with and communicating about those behaviors.

**IMPORTANT: Engagement in class activities and discussions is imperative in this online course, so students should plan to spend time engaging in the class each week.**

### Learning Outcome Summary

At the end of this course, students should be able to:

1. Understand the roles and responsibilities associated with management, including planning, organizing, staffing, controlling, and leading;
2. Demonstrate knowledge of the historical, classic and contemporary management concepts and theories;
3. Understand the specific organizational roles of a human resource management professional and the connection between people/employee management, firm strategy, and the bottom line;
4. Understand the basics of managing people in a global economy with an increasingly culturally diverse workforce and to make ethical decisions that are socially sensitive;
5. Be familiar with the basics of the political, technological, environmental, and legal impacts on managing people in different geographical locations;
6. Demonstrate critical thinking skills and the ability to recognize typical behaviors associated with organizational productivity (including behaviors driven by individual/group differences, global diversity, motivation, conflicts, decision-making, leadership, unions and innovation). Understand ways to manage people with behavioral issues either through addressing ability and/or motivation;
7. Understand the legal considerations that must be taken into account in employment processes from hiring to termination, understand maintaining and developing employees, including safety, health, and personal growth issues;
8. Be familiar with techniques of analyzing and designing jobs and organizations, including structure and culture, to address productivity and performance;
9. Demonstrate ability to effectively communicate at all levels about people and performance issues that require differential motivational and leadership competencies to enhance individual, group/team, and organizational performance;
10. Understand the elements of change and how to introduce, manage, and lead change at all levels (with individuals, with groups/teams, and with the organization as a whole).

## Major Field Test

As a graduation requirement, all business majors must take and pass the Major Field Test, a standardized test administered by ETS, when they take their capstone near the end of their program. Material from BMGT 340 is included on the Major Field Test. Likewise, material from BMGT 340 is used in later business courses. Students are encouraged to keep their books and notes for future reference.

Grade requirement to take the capstone

C- or better in BMGT 340 and rest of upper core

## Required Materials

Text

Fundamentals of Management, 9<sup>th</sup> Edition, with access to MyManagementLab, by Stephen P. Robbins, David A. DeCenzo, and Mary Coulter. The text and access to MyManagementLab is available as an eBook through the bookstore and also directly through PrenticeHall. You may find rentals and other access to the text in a variety of places, such as CourseSmart and Amazon.com, to name a couple. ISBN-10: 0133792390.

Articles/Chapters assigned daily (on Moodle)

Book/Library Access

Be able to access books (e.g., popular leadership books) and article resources (e.g., the Wall Street Journal, Business Week, Forbes, Fortune, Business 2.0, Economist, Inc., etc.) either online or in print. Periodically, additional materials will be made available on Moodle. As a UM student, you will have access to the [UM Library Web Page](http://www.lib.umt.edu) (www.lib.umt.edu) and these materials.

## Grading

Grades will be assigned using the plus/minus (+/-) system. Grades will be both competitive (i.e., relative to the work of your classmates) and criterion-related.

A	93% and above
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

## Requirements

1. Engagement and Contribution worth 20%, covering Learning Outcomes 1 through 10
2. Study Group Assignments (3) worth 15%, covering Learning Outcomes 1, 2, 3, 6, 7, 9
3. Exam 1 worth 15%, covering Learning Outcomes 1, 2, 4, 5, 8
4. Exam 2 worth 20%, covering Learning Outcomes 1, 3, 7, 10
5. Final Exam worth 30%, covering Learning Outcomes 1-10

### Engagement and Contribution – 20%

Students are expected to engage with the online class, participate in the class activities, and contribute to the general learning for all through the online activities (e.g., MML exercises, homework, discussion forums, etc.). The instructor attempts to supplement the information in the readings, rather than going through the same information, by asking students to apply and discuss experiences; it is important that students are engaged. In some instances activities might consist of discussing an article or material. Other activities might include watching a video, completing reading quizzes, self-assessments, virtual role-playing, group exercises, discussions, and expressing ideas about certain questions raised by the instructor and/or classmates.

### Criteria

Providing relevant examples; integrating material covered in the reading, outside readings, or in class; arguing (respectfully and with justification) a point made by a classmate to clarify and move the discussion forward; and actively participating in class exercises are all examples of quality contributions.

### Standards

Contribution/participation points (maximum of five points each activity) are given. Expectations for contribution/participation in the Moodle activities are determined by each activity.

Quality online contributions (see first paragraph for examples) earn a 5, active participation and lower quality contributions earn a 4, active participation with no contributions earns a 3, passive participation with no contributions earns a 2, minimum engagement or exhibiting other behaviors that detract from the learning environment earns a 1, and no participation/engagement earns a 0.

Short quizzes designed to check preparation for the class may be given periodically. A contribution grade will be assigned for that activity.

### Study Group Assignments – 15%

Each student will be assigned to a small group. This group will participate in Moodle discussions and complete three specific assignments together over the course of the semester. No face-to-face meetings are necessary.

### Criteria and Standards

These group assignments will be available on Moodle. Each group member is expected to participate fully and equally with his/her assigned group. There will be an end-of-semester group member evaluation, which can affect individual grades in this area. That is, if a majority of the group agree that one individual did not pull his/her weight in the study group, then that individual's grade will be affected.

### Exams

There are three exams – two “mid-terms” and one final. These exams will include multiple-choice and short answer/essay questions and each is cumulative. Each exam will take place in Moodle on a specific date and within a specific time period. All students must take the exam during that time frame or receive a 0.

#### Exam 1 – 15%

The first exam is scheduled for February 27. It will cover all material scheduled to be read and discussed on Moodle up to that date.

#### Exam 2 – 20%

The second exam is scheduled for April 10. It will cover all material read and discussed in class and on Moodle up to that date, with a majority of the questions coming from material after Exam 1.

#### Final Exam – 30%

The final exam is scheduled for May 11. This exam is considered to be comprehensive; that is, it will cover all material read and discussed during the winter session. A majority of the questions will come from material after Exam 2, but everything is fair game.

Students must take exams on the regularly scheduled days and times unless they have an excused absence and have discussed and rescheduled with the instructor ahead of time. Excused absences ONLY include (1) University-approved absences, (2) documented health emergencies, (3) civil service such as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. During the exam, students may use books or notes. However, exams are timed, so students are encouraged to know the material without having to look answers up in the books/readings.

## Extra Credit

There are not many opportunities for extra credit offered in this class. Opportunities, if any, will be identified by the instructor.

## Class Policies

Students are expected to engage in the activities, read the required material, and ask questions when clarification is needed. Because class discussions are an integral part of this course, students should plan to engage fully in discussions and be willing to talk about ideas and experiences. Students can expect the instructor to be available during the virtual office hour times indicated and available by email (at reasonable times) to answer questions, to provide timely feedback, and to use the online class for Management and Organizational Behavior material.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The [University of Montana Student Conduct Code](#) specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code. In addition, please read and become familiar with the [School of Business Administration's Code of Professional Conduct](#) (<http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>)

**Plagiarism and cheating are strictly forbidden.** If you do not understand what constitutes plagiarism or cheating, please email the instructor for clarification.

**E-mail:** Beginning on July 1, 2007, the university has a new policy regarding student e-mail accounts. Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. This means that students need to either use a umconnect address or a [umontana.edu](http://umontana.edu) address for email correspondence with your professors. Please make sure you are using that email address (checking it frequently, etc.) - you will receive emails from me there.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

Course Calendar is available in a separate file.