**TEXTBOOKS AND READING:**
1.  Organizational Behavior: A Practical, Problem-Solving Approach, by Kinicki and Fulgate, McGraw Hill, 2015.
    We will be using the Connect Website from McGraw Hill.  To access this website, go to http://connect.mheducation.com/class/d-mcallister-fall-semester-2016
    As soon as you have registered on Connect, you will have free access to the textbook, and if you wish to do so, you can purchase a copy at a significant discount.
2.  The Seven Habits of Highly Effective People, by Stephen R. Covey, Simon and Schuster, 2013.
3.  Man's Search for Meaning, by Viktor E. Frankl, published by Beacon Press, 2006.

**Nature of the Class:**  As you develop technical and professional skills, remember that because you are competent you will soon be managing.  This class will assist you in your preparation for that reality.  Specifically, this class will focus on the concepts, theories and case studies concerning the management of people in modern organizations, with a primary focus on the theories of advanced organizational behavior.  The best way to learn about organizational behavior is to participate in, and observe and analyze that behavior.  The class discussions will provide a framework for observation and analysis, and participation in the team assignments will provide additional experience for that observation and analysis.  In order to be fully successful in your development of O.B. knowledge and skills, both the framework and the experience are crucial.  I will do everything I can to help you increase your knowledge and skills.  I need your commitment to prepare and to participate fully in class and team discussions.

**Course Objectives:**
- Learn to lead a group in making a successful group decision
- Learn to make a motivating and results-directed professional presentation
- Learn to write a team project oriented report
- Gain an awareness of the history and foundations of modern management thought
- Develop the ability to apply change theory to manage organizational change
- Develop the ability to match the appropriate leadership style to a specific situation
- Be able to choose the appropriate motivation approach to lead in a specific situation
- Learn how to gain power and how to use power effectively and efficiently
- Be able to choose the appropriate conflict resolution strategy

**Prerequisites:**  MGT 301, Admission to a Business Major, and Junior or Senior standing.

**Schedule of Class Activities:**  See attached tentative schedule.

**GRADING POLICY:  The following is the relative weight of assignments and description of the rubric to be used in calculating course grade.**  The most significant learning from this class will be accomplished through individual participation and team effort.  Therefore, the final grade will be determined by a combination of the four criteria as follows:

| | |
|---|---|
| Class Participation | 500 points |
| Homework | 500 points |
| Group Projects | 500 points |
| Final Examination | 500 points |

Grades will be assigned using plus and minus grading.  A's will be given for scores of 90% and above, B's for 80% and above, C's for 70% and above, and D's for 60% and above.  Your level of success will generally enhance the success of everyone else in the class.

**TEAM ASSIGNMENT:**  Leading and motivating effective teamwork is an essential skill in management excellence.  Therefore, participating in and learning from team experience will be a significant part of our class.  After only a few class sessions, I will assign each class member to a team.  I will invite the members of each team to work together and collectively decide what they want to accomplish that is of value and significance to them and to others.  Each team will be responsible to accomplish projects in each of the following three areas:
1. Leading in the completion of a significant community service project
2. Hosting a leader from the community as a guest speaker
3. Conducting research and delivering an outstanding interactive class learning experience based on that research.

The team proposal that your team develops should reflect your combined strengths and interests in a synergistic way.  To do this successfully, you will need to get to know your team members and recognize their strengths as well as your own.  In selecting your own proposal, make sure that it has significant value to you and that it is enjoyable for you.

As your team members create and execute your proposal be sure to document the team's experience.  Use pictures and written reports to record and document your team's development and success.  The final report will include this documentation, a report of the accomplishments of the team and an analysis of the insights about creating the team's success.

**Written and oral components of this class:**  It is the policy of the Lee Business School that all 300 and 400 level courses should contain a written component.  For this class, that written component will include the written reports for the required group projects, and written essay questions on the final examination.  Each team member will also be asked to participate in making the oral reports to the class as part of the team project.

**ADDITIONAL INFORMATION:**

1. Seating will be assigned during the first few weeks of class to allow the instructor to learn the names of class members.

2. Examinations should be taken when scheduled. Extenuating circumstances will provide for make-up exams but will generally result in a lower grade.

3. Due to privacy, grades will not be posted..

4. Peer evaluation will be used as part of this management class.

5. Exams will be closed book. Questions will be taken from class notes, the textbook, and from case discussion.

6. Participation is required for maximum success in the class. This also assumes full attendance.

7. High quality individual research papers will be accepted for extra credit after consultation with the professor.

8. Recording of lectures is generally not allowed. (Exceptions to this are allowed only by permission.) Students are expected to take notes; however, the lectures and discussions are not for publication or reprinting.

9. Visitors in the classroom are permitted with permission.


**University Policies:**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.  For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library**—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the

Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

# The Team Process Analysis Report

In creating the Team Process Analysis Report, one of the goals is to continue team building.  The discussion for the report should be scheduled immediately after the successful completion of the community service project.  The team should meet together for about an hour.  The team should buy some pizza and some root beer, and should discuss the details of the report in a relaxed comfortable atmosphere.  One member of the team should be assigned to take copious notes of the discussion on a computer, and these notes then become the basis of the report.  The notes are typed into a word document, polished, and distributed to the members of the team for correction and expansion.  Then the final report is created including the additional information from team members.  The outline for the report is as follows.

**The Plan**

> What did you plan to do?
> How is this significant?
> Why is this fun for the team members?
> How is this a combined team experience?

**The Execution**

> What did the team do and accomplish?
> Are there any differences between the plan and the actual?

**The Process Analysis**

> Analyze the experience of the team, **using the principles of management and organizational behavior**.  Include leadership, decision making, communication, planning, motivation, control and other appropriate topics of management as they apply to your specific team experience.  Identify and analyze what the individual members of the team did to facilitate the team's success.  Identify names and give credit.  The report should be a team statement of success, not individual members' statements of success.  Once again, one of the benefits of this analysis should be greater team cohesion and capability.

**Be sure to include pictures of your projects**

# Guidelines for a Presentation of a Lifetime

Most people will agree that class presentations are not the highlight of a college education. Far too often, they are dry and boring, and they are imminently forgettable, both for the audience and for the presenters. There is a reason for this. The goals and purposes of the presentations are not carefully analyzed and understood, and the freedom of creativity is eliminated.

For our class, your challenge is to give the presentation of a lifetime with your team. As you prepare this presentation there are a number of guidelines that I ask you to follow.

First, begin with the end in mind. Determine what you want to accomplish with your presentation. Many students will respond that they want to achieve an "A". This makes sense, but that is not the purpose of the presentation. Determine what you want to create with your presentation, and what you want your audience to remember a week after your presentation. If you teach thirty new ideas, your audience will likely remember none of the lessons, but if you teach three new ideas and carefully develop these lessons, and have your audience experience these lessons then your audience will be much more likely to remember what you have taught.

Make your presentation highly interactive. An audience that participates is an audience that remembers.

Make your presentation fun. If you are not having fun with your presentation, you are not doing it right. If you are having fun, you still may not be doing it right, but at least you are having fun. And if you are doing it right, you are having fun.

A couple of warnings might also be useful. Do not stand in front of your audience reading a prepared speech. That is as good as a sleeping pill for making your audience go to sleep. Using a set of 3x5 cards is a little better, but not much better. Prepare your presentation so well that you can give it without reading or using cards. Your opportunity to maintain your audience's attention will be much greater.

The use of technology has value. However, if the technology has been overused, then avoid it. Specifically, avoid extensively using PowerPoint. When PowerPoint was new, it commanded attention, and was a wonderful tool in the classroom and in the boardroom. Now, after being used (and misused) for many years, most people will respond by mentally tuning it out, and the opportunity to teach a meaningful lesson to your audience is often lost before you begin.

As you prepare your presentation, be creative. Use creativity in your topic development and use creativity in your presentation approach. Don't be afraid to think outside the box. Simply because other teams have not used your approach doesn't mean that you can't. Part of the fun of an excellent presentation is using your originality and creativity.

Dress for success. Prepare well and thoroughly, know what you want your audience to take from your presentation, be creative and have fun. And give a presentation that you will remember for the next fifty years.

# Management 492
## Fall Semester 2016 Tentative Schedule

| Date | Topic | Reading |
|------|-------|---------|
| August 29 | Introduction and Syllabus | |
| August 31 | Introduction to OB | Ch. 1, 2 |
| | | |
| Sept 6 | Introduction to Covey's Seven Habits | Covey, Part 1 |
| Sept 8 | Individual Differences and Managing Diversity | Ch. 3, 4 |
| Sept 13 | Employee Motivation; Equity and Expectancy | Ch. 5, Ch. 6 |
| Sept 15 | Performance Management: Feedback and Rewards | Frankl, part 1 |
| Sept 20 | Covey's Seven Habits | Covey, Part 2 |
| Sept 22 | Team Assignment 1 | |
| Sept 27 | Groups and Teams and Positive Reinforcement | Ch. 7, 8 |
| Sept 29 | Communication, Managing Conflict and Negotiations | Ch. 9, 10 |
| | | |
| Oct 4 | Covey's Seven Habits | Covey Part 3 |
| Oct 6 | Decision Making and Creativity | Ch. 11 |
| Oct 11 | Power and Politics in Organizations | Ch. 12, Ch. 13 |
| Oct 13 | Leadership Effectiveness | Frankl, part 2 |
| Oct 18 | Covey's Seven Habits | Covey, to end |
| Oct 20 | **Team Preparation for Presentations of a Lifetime** | |
| Oct 25 | **Team Presentations** | |
| Oct 27 | **Team Presentations** | |
| | | |
| Nov 1 | Organizational Culture, Socialization, and Mentoring | Ch. 14, 15, 16 |
| Nov 3 | Professional Resume Development | |
| Nov 8 | **Team Presentations** | |
| Nov 10 | **Team Presentations** | |
| Nov 15 | **Team Presentations** | |
| Nov 17 | **Team Presentations** | |
| Nov 22 | **Team Presentations** | |
| Nov 24 | ***Thanksgiving Recess, Nov 24*** | |
| Nov 29 | **Team Presentations** | |
| | | |
| Dec 1 | **Team Presentation** | |
| Dec 6 | **Team Presentations** | |
| Dec 8 | Discussion of Final | |

**Group Projects are due on Tuesday, December 6**
**Final Examination: Thursday, December 15, 10:10 am**