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email: teb1@sar.usf.edu
Harrah’s Entertainment, Inc: Rewarding Our People (ISBN 2818440041785)
The Treadway Tire Company: Job Dissatisfaction and High Turnover at the Lima Tire Plant (ISBN 2818440060106)

Course Goals

Learn valid principles and practices regarding behavior in organizations, especially those pertaining to leadership, job-related attitudes, motivation, and work teams. Understand how these apply to real work settings and how they provide competitive advantage.

Course Requirements

Evaluation of student performance will involve the following:

Weekly quizzes (10 @ 5%) 50%
Presentations 25%
Participation 25%

Participation includes involvement in the cases (case write-ups and discussion), brief in-class and out-of-class assignments, and regular in-class activities.

Other Information

See page 2 for the schedule, pages 3 and 4 for details on course requirements, page 5 for information on attendance, and pages 6 and 7 for other important university policies.
## SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>1 (1/10/15)</td>
<td>Motivation I: Goal Setting, Emotions, and Empowerment</td>
<td>9, 8, 11</td>
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<td>2 (1/17)</td>
<td>Motivation II: Rewards and Justice&lt;br&gt;*Quiz 1 over chapters 12, 13, and 14&lt;br&gt;<em>Case 1: Harrah’s Entertainment, Inc.</em></td>
<td>12, 13, 14</td>
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<tr>
<td>3 (1/24)</td>
<td>Teamwork I: Group Process and Conflict&lt;br&gt;*Quiz 2 over chapters 17 and 18&lt;br&gt;*Presentation 1: Motivation</td>
<td>17, 18</td>
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<tr>
<td>4 (1/31)</td>
<td>Teamwork II: Boundaries and Leadership Functions&lt;br&gt;*Quiz 3 over chapters 15 and 16&lt;br&gt;*Case 2: C&amp;S Wholesale Grocers: Self-Managed Teams</td>
<td>15, 16</td>
</tr>
<tr>
<td>5 (2/7)</td>
<td>Leadership I: Vision and Values&lt;br&gt;*Quiz 4 over chapter 20&lt;br&gt;*Presentation 2: Teamwork</td>
<td>20</td>
</tr>
<tr>
<td>6 (2/14)</td>
<td>Leadership II: Power and Trust&lt;br&gt;*Quiz 5 over chapters 19 and 21</td>
<td>19, 21</td>
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<tr>
<td>7 (2/21)</td>
<td>Turnover and Satisfaction&lt;br&gt;*Quiz 6 over chapters 6 and 7&lt;br&gt;*Presentation 3: Leadership&lt;br&gt;*Case 3: The Treadway Tire Company</td>
<td>6, 7</td>
</tr>
<tr>
<td>8 (2/28)</td>
<td>Participation and Creativity&lt;br&gt;*Quiz 7 over chapters 24 and 26&lt;br&gt;*Presentation 4: Employee Withdrawal&lt;br&gt;(Absenteism, Tardiness, and/or Turnover)</td>
<td>24, 26</td>
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Note: The schedule is tentative and may be adjusted on our class’s pace and progress.
NOTES ON COURSE REQUIREMENTS

- The purposes of the quizzes are to encourage students to study the book and to reward those that do. This is essential to learning the material and applying it to cases and other class activities. Taking a quiz on the day of your presentation is optional. If you decide to take the quiz your final quiz grade will be based on 7 quizzes; otherwise it will be based on 6 quizzes. No quiz scores will be dropped. Quizzes will be given during the first 30 minutes of class.

- The research presentation will involve your team summarizing and discussing a recent (2008-2014) and relevant article. In addition to explaining the article, a major objective is to integrate the ideas and findings from the article with other class material (book, cases, etc.). The presentation will be 45-60 minutes long and may include slides, handouts, discussion, Q&A, and any other activities the team finds pertinent to thoroughly communicating the key points of the article and linking them to other class material. The sample feedback form on the next page identifies the criteria on which you will be assessed. You may choose an article from any of the following sources. NOTE: To encourage development of presentation skills, you are asked to keep reading (from slides, paper, note cards, etc.) to a minimum.

Scientific Journals

- Journal of Applied Psychology
- Academy of Management Journal
- Personnel Psychology
- Journal of Management

Practitioner Journals

- Harvard Business Review
- Academy of Management Perspectives
- California Management Review
- Sloan Management Review

- The below scale will give you an idea about how I will approach the task of assigning participation grades.

A. Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.

B. Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.

C. Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.

D/F Like a C, but with substantial unexplained absences that kept you from participating.

- Over the years, the meaning of grades has become distorted by grade inflation (the tendency of some teachers to give artificially high grades). This has led many students to consider anything less than an “A” as unsatisfactory. However, in this class, a “B” represents a good grade and “As” are reserved for truly extraordinary accomplishments.
SAMPLE FEEDBACK FORM FOR PRESENTATION ON AN OB TOPIC

________________________

Your Name

Following the team's presentation, answer the following questions as objectively and fairly as you can. Your responses will be kept strictly confidential and your numerical ratings will be averaged with those of the rest of the class. Your written comments will be provided to the team but your name will not. In addition to serving as feedback, your assessment will be used to help determine the grade for the group. **Part of your participation grade will be based on the quality of feedback you provide on this and other presentations.** Thanks for your input!

In answering the questions below, please use this scale:

<table>
<thead>
<tr>
<th>1 = strongly disagree</th>
<th>5 = slightly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 = disagree</td>
<td>6 = agree</td>
</tr>
<tr>
<td>3 = slightly disagree</td>
<td>7 = strongly agree</td>
</tr>
<tr>
<td>4 = neither agree nor disagree</td>
<td></td>
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</tbody>
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Put the number that best represents your judgment in the blank space that precedes each question.

_______ The team provided a clear, understandable summary of the article.

_______ The team used effective methods to help us understand and appreciate the importance of the ideas.

_______ The team effectively integrated points from the article to material from the textbook. That is, they supplied links or bridges from the article to the ideas discussed in the book.

_______ The team integrated points from the article to other class material (e.g., cases, class discussion).

_______ The presentation held my interest – it was not boring.

_______ This was a good choice of articles for the topic.

_______ Team members did not read (e.g., from slides, paper, note cards)

In the space below (continuing on the back), provide comments that you believe should be considered in arriving at an accurate, fair score for this team. Be sure to discuss what the team did well and areas that could have used improvement. Please write legibly and in complete sentences.
ATTENDANCE POLICY

(from USF-SM student catalogs)

Students are expected to attend classes. An academic program or individual instructor may require a specified level of attendance as a condition for successfully completing a course. Likewise, instructors may assign a portion of final course grades based on attendance and participation. Faculty must inform students of attendance requirements on syllabi.

Instructors should accommodate excused absences by making arrangements with students ahead of time (when possible) or by providing a reasonable amount of time to make up missed work. Arranging to make up missed work is the responsibility of the student. For graded work that requires participation in situ (e.g., discussions, group activities, and some labs), instructors will attempt to provide reasonable alternatives that accomplish the same learning outcomes. Nevertheless, an instructor may determine that missing a certain amount of participation-dependent activities (whether excused or not) precludes successful accomplishment of learning outcomes. In cases like this, instructors, academic advisors, or academic deans may advise students to withdraw from such courses. In cases where excused absences are anticipated in advance, advice on successful accomplishment of learning outcomes can be given at (or before) the start of a term.

There are two categories of excused absences for which accommodations will be made: scheduled and unscheduled. Scheduled absences involve time conflicts that are known in advance, for which students have notified their instructors. Acceptable reasons for scheduled absences include observation of religious holy days, court-imposed legal obligations (e.g., jury duty and subpoenas), special requirements of other courses and university-sponsored events (e.g., performances, athletic events, judging trips), and requirements of military service. Employment schedules, athletic training and practice schedules, and personal appointments are not valid reasons for scheduled absences. Unscheduled absences involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather, and other crises. Students should contact instructors as soon as possible in these cases. Instructors may require documentation or verification to excuse unscheduled absences.

Care will be given to schedule required classes and examinations in view of customarily observed religious holy days. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief.

Any student who believes he or she has been treated unfairly with regard to the above may seek review of a complaint through established Student Academic Governance Procedures (found in the Graduate and Undergraduate catalogs and those provided by the University’s Office of Diversity and Equal Opportunity).
OTHER USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and
domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599
- List of off-campus resources:
  - Hope of Manatee: 941-755-6805
  - Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
  - First Call for Help- Manatee: 941-708-6488
    Sarasota & North Port 941-366-5025
- Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.