Instructor:
Professor David Tannenbaum, Ph.D.
Email: david.tannenbaum@utah.edu
Office location: SFEBB 8233
Office hours: By appointment

Teaching Assistant:
Ph.D. Student Craig Brimhall
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Office Hours: By appointment

Note: Please contact a TA before contacting the professor outside of class.

Course Overview:

Why do some organizations succeed while others fail? Why do some employees rise in the ranks while others stagnate? Why do some people love their jobs while others toil away in misery? A successful organization requires managers and employees to be able to diagnose problems, make effective decisions, influence and motivate others, bring out the best in their colleagues, and drive organizational change.

This course prepares you to achieve these objectives. This course provides fundamental tools from the behavioral and social sciences that will improve your ability to analyze organizational dynamics.

Course Objectives:

- Understand and explain organizational behavior, including decision making, teamwork, motivation, power and influence, negotiations, and organizational culture
- Diagnose organizational problems by identifying and applying relevant concepts
- Gain experience and practice skills in teamwork, negotiating, and persuading
- Garner resources to navigate the ethical complexities and challenges that occur in organizations
Course Format and Time Commitment:

The structure of the course encourages learning in multiple ways: through lecture, readings, in-class discussions, exercises, and case analyses.

In accordance with University Regulations (Policy 6-100) for a 3-credit class, you can expect to spend 6 hours per week outside of class reading, studying, and completing assignments in addition to the 3 hours per week you spend in class. If you do not have 9 hours per week to commit to this course, then you should drop the course and take it when you have more time.

Course Readings:

All readings are expected to be completed on the day they appear in the syllabus, before the start of class. You should complete them, and turn in any assignments, before the start of class.

Required readings will come from two sources:

- HBS Coursepack: Cases and readings are available via a Harvard Business School Course Pack. You can purchase the webpack here: https://hbsp.harvard.edu/import/555813
- Canvas: additional readings can be found on the course website.

As you complete each reading, ask yourself:

- What is the basic argument the author makes?
- What are the key concepts/principles?
- So what? How does this matter for organizations?
- How might I apply this to my firm, my job, and my career?

Disclaimer about course content: some of the readings, lectures, presentations, or films in this course may include material (e.g., strong language) that some students find offensive. Please review the syllabus carefully to see if the course is one that you are committed to taking.
Grade Breakdown for this Course:

Your grade is made up of the following components:

Non-cumulative exams 50%
Homework assignments and class exercises 40%
In-class participation 7%
Out-of-class participation 3%
Total grade 100%

Important: You can use Canvas to find out your grade for each individual assignment, but the gradebook in Canvas does not provide a running total of your overall grade. If you want to know where you class standing, please refer to the grade breakdown above and then calculate your own overall percentage. If it helps, you can also use an online program like this: www.rapidtables.com/calc/grade/grade-calculator.html

Exams:

There will be three non-cumulative exams that test your mastery of course material. Exams will test you on concepts from class lectures, in-class activities, discussions, and assigned reading materials. All exams are short essay format.

Important: Exams cannot be rescheduled under any circumstances. Only your top two exam scores will be used when calculating your final grade. We count only your top two exams precisely because many students have emergencies or are sick and cannot take an exam — dropping your lowest test score is designed for exactly these sorts of unexpected contingencies.

Homework and Class Exercises:

To help you prepare for class and facilitate class discussion, you will turn in 9 homework assignments. Each homework assignment will be based on class reading materials or exercises, and should be approximately 1 page in length.

Important: Late homework assignments will not be accepted under any conditions, nor can homework assignments be rescheduled. Only your top 8 homework assignments will be used to calculate this portion of your grade. We count only your top 8 homework assignments precisely because many students have emergencies and are unable to finish their homework assignment on
time — dropping your lowest homework score is designed for exactly these sorts of unexpected contingencies.

**Exit tickets and In-class Participation:**

Class participation is a public good — each student gets more out of this class when all students are prepared and contribute to class discussions, exercises, and so on. For days that involve class exercises, you can receive in-class participation credit for simply taking part in the class activity. For days that involve lecture, you can receive in-class participation by completing an “exit ticket” at the end of the class. We will ask you to post a comment or question from the day’s lecture at the end of class. Your comments and questions provide Professor Tannenbaum with feedback on your learning progress, and if any parts of the lecture were confusing or unclear.

*Important:* You are not required to attend class, but of course you can only earn in-class participation points when you actually come to class. Because students sometimes have emergencies that prevent them from attending class, you can miss up to 2 classes without this affecting your in-class participation score. If you have an emergency or are sick and cannot attend class, then this would count towards your 2 in-class “freebies” when calculating your final grade.

**Out-of-class Participation (OOCP):**

A school-level requirement for undergraduate business majors is to take part in out-of-class participation (OOCP) activities. To earn full credit, you must complete three OOCP activities, one point for each activity in which you participate. You can earn points in two ways:

1. **Participating in approved research.** Research studies are posted on a service called SONA, which you can sign up here: [https://utah-mgt.sona-systems.com](https://utah-mgt.sona-systems.com). Use your UNID as your User ID and indicate the section of MGT 3680 you are registered for (section 002). The credit you can earn will depend on study length (1 credit per hour of participation), and will be stated in each study description. Note that you cannot participate in the same study multiple times. You will be able to see your credits earned upon completion of each study. You don’t have to write up or hand in anything to earn credits this way, just participate in the studies.

2. **Attending relevant talks and writing a reflection paper.** You can also earn points by attending talks approved by the OOCP coordinator. You will have to write a 1-page report (double-spaced with 1-inch margins and 12-point Times New Roman font) about the talk you attended, indicating what the talk was about and how the content is relevant to the concepts covered in our
class. Attending one talk and turning in one paper will earn you 1 point. Attending a talk is an opportunity for you to learn more about an OB-relevant topic of interest to you. Papers are due by 5:00 pm on December 12.

At the end of the term, the Management Department will send me a list of who has participated in OOCP. Until I receive this list, I have no way of knowing how many OOCP points you have.

Important: Please keep in mind that OOCP is entirely out of my hands, and is a school-level requirement. I do not control the timing nor the content of these studies. Any questions should be directed to the OOCP coordinator (contact information for the OOCP coordinator will be posted on Canvas).

Who Should I Contact If I Have a Question?

Questions concerning any course material (for example, questions about when an assignment is due or about material from a prior lecture) must be posted on the class discussion board on Canvas, which will be answered by one of the teaching assistants or by Professor Tannenbaum (other students are also free to jump in as well). We require students to post to the discussion board because doing so maximizes learning for all students — if you have a question about the course content, then other students may also have the same question.

If you a personal issue that is not meant for a class discussion board, then you can contact me or your course T.A.

Course Regrade Policy

For the three exams in this course, you can request to have your *entire* exam regraded. The TA literally deletes all scores and starts anew. This means your final score can go up or down.

When you should ask for a regrade? After scrutinizing the answer key, you think you answered a question almost perfectly but were totally misunderstood. Maybe your writing was sloppy or your approach was very innovative and likely to be missed by someone grading many versions of answers to that same question. You look at your other answers, and you see nothing where you are likely to lose points. In this case, a regrade is likely to earn you points.

In sum, ask for a regrade if many points were deducted from a question that you think you answered perfectly. Do not ask for a regrade if you simply missed a point here or there for an
imperfect answer. Keep in mind that grading mistakes that work against your favor (points you should have received but didn’t) will be more noticeable to you than grading mistakes that work in your favor (points you shouldn’t have received but did). If you ask for a regrade because you only missed a few points, then your score is as likely to go down as it is to go up (because we will regrade the entire test).

How to ask for a regrade: Between 24 hours to one week after receiving your exam scores, send an email to your TA indicating you would like your test regraded. Do not indicate the reason. Just say you would please like it regraded. Do not do so before 24 hours, as we want you to take some time to think about whether you truly want the regrade.

**DESB Grading policy**

*Grading Scale:*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C–</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D–</td>
<td>60-63</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

In addition to the grading policy particular to this class, it is also useful to understand the David Eccles School of Business’ grading policy. There are two aspects of the school’s policy that are important.

First, the school provides these guidelines for grading:

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:
<table>
<thead>
<tr>
<th>COURSE LEVEL</th>
<th>GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-2000</td>
<td>2.4-2.8</td>
</tr>
<tr>
<td>3000-3990</td>
<td>2.6-3.0</td>
</tr>
<tr>
<td>4000-5990</td>
<td>2.8-3.2</td>
</tr>
<tr>
<td>6000-6990</td>
<td>3.1-3.5</td>
</tr>
</tbody>
</table>

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

Second, the school outlines what each grade level means:

A - Excellent Performance/Superior Achievement: An A student is one who understands the content and learning objectives thoroughly, completely and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement: A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement: A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement: A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a
satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement: An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

**DESB Statement of Professional and Ethical Conduct:**

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

*More detail on what constitutes misconduct in this class:*

Exams: All exams are closed book; you will not have access to your notes, books, any and all electronic devices (e.g., cell phones, language translators, laptops, tablets, and calculators), other students, or anything besides your own brain. You are not allowed to retain copies of the exams; doing so constitutes academic dishonesty.
Writing Assignments: Plagiarism refers to using another person’s work, ideas, or words as your own. It also includes the re-use of a paper or presentation originally intended for a different class — so, if you were to reuse an assignment completed for a previous class, without indicating that it is being reused and extended (and without obtaining permission from all parties involved), you would be guilty of academic dishonesty. All class work is expected to be original, unless there is appropriate acknowledgement of sources. All factual information reported in research projects is expected to be true (at least according to reliable sources); fabricated information is considered a form of academic dishonesty.

It is your responsibility to know the University of Utah’s policies regarding what constitutes academic misconduct. I will assume you have read and understood the Student Code before you complete any exams and before you hand in any assignments. If you have any questions, please ask me. Students found engaging in academic dishonesty will receive a failing grade for the specific assignment and may receive a failing grade for the course.

**Statement on use of electronic devices in exams:**

Use of any and all electronic devices (e.g. pagers, cell phones, language translators, laptops, tablets, calculators, etc.) is forbidden during an exam unless otherwise specifically authorized by the instructor. A student who uses an unauthorized device may be subject to penalties for academic misconduct.

**Americans with Disabilities Act**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Sexual Misconduct**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of
Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

**Student Wellness**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).