

**MHR 3200—*Managing Individuals in Organizations:
Organizational Behavior and Human Resources***

**Schoenbaum 105, Tuesday, Thursday 2:20-3:40 pm
Fisher College of Business
The Ohio State University
Fall 2016**

Professor

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Office Hours: T 10:00-11:30 am; W 4:00-5:30 pm; R 1:00-2:00 pm *or by appointment*

Course Description

The purpose of this course is to study human behavior in organizational settings. In particular, we will be looking at topics related to the behavior of individuals (e.g., leadership, values and attitudes, motivation, etc.) the behavior of groups (e.g., teamwork), and organizational-level topics such as culture and organization change. We will also discuss many of the organizational practices (such as selection, training and development, compensation, etc.) that have a direct effect on these behaviors and the organization's resulting performance.

In addition, as we discuss these content areas I'll be asking you to be introspective and think about your own knowledge, skills, and abilities in these areas and how you can improve to maximize your success (both current and future) as an individual contributor and improve your personal leadership capability.

While the majority of examples and situations discussed will occur in "traditional" organizations, it is important to remember that these concepts apply equally well to nontraditional organizations (non-profits, volunteer organizations, social organizations, etc.) as well.

Course Text

We will be using two fine textbooks in this course, with selected chapter readings from each:

Kinicki, A., & Fugate, M. (2015). Organizational Behavior: A Practical, Problem-Solving Approach (1st edition). Boston, MA: McGraw-Hill.

Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2016). Fundamentals of Human Resource Management (6th edition). Boston, MA: McGraw-Hill.

Web Page (Carmen)

Course information, PowerPoint presentations, etc. will be available on the Carmen site for this course. Carmen's address is: <http://carmen.osu.edu>. Let me know if you have any problems accessing the page for this course.

Course Requirements

Grading for this course will be based on your performance on 3 examinations worth 100 points each as well as "takeaway" assignments mentioned below. The format for the exams will be non-essay, and will be primarily multiple choice. These exams will not be cumulative in nature, and will be spaced at roughly equal intervals throughout the semester. You are expected to take the exams when scheduled; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me prior to the exam date. Make-up exams will only be granted with a legitimate excuse. Please note that you are obligated to schedule other meetings, commitments, etc. (e.g., interviews, work) around your class and exam schedule.

In addition, there will be 3 "takeaway" assignments designed to be completed during class (I will give you the 15 minutes or so necessary for completion) that will be worth a total of 15 points, for a course total of 315 points. Takeaways missed due to extreme circumstances (e.g., medical situations, family emergencies, etc.) can be made up at my own discretion, but will generally require documentation and whenever possible you should let me know beforehand.

Please also note that our third exam (not a cumulative final) will be held on our last scheduled day of class. Due to the large number of students in this course, please do NOT ask for a different exam date unless you have a VERY pressing and legitimate need (e.g., 3 or more exams on the same day, etc.). Wanting to leave campus earlier vs. later, already scheduled travel arrangements, starting a new job, etc. are NOT sufficient reasons to warrant a different exam date as this would introduce a logistical nightmare and is simply not practical. It is your responsibility to be at our third exam as scheduled, so plan your schedule, travel arrangements, etc. accordingly.

Overall Course Grade

Your overall course grade will be a function of your total points earned at the end of the semester, with a grading scale established based on overall class performance--I will not be assigning grades to individual exams or takeaways. There are 315 total points possible for the course, but rather than using a straight percentage scale against that total possible I will be using a correction/adjustment based on the performance of your peers. More specifically, for the A and A- range, I will use the top performing student in class as the "new 100th percentile" for the grade. Below the "A/A-" range, I will be taking an average "total score" of the top five students in class and using that as the basis for the grading scale. The scale will therefore be as follows:

A=92.5%+ of the top performing student's total score

A-=90.0%-92.49% of the top performing student's total score

B+=87.5%-89.99% of "Top 5 Average"

B=82.5%-87.49% of "Top 5 Average"

B-=80.0%-82.49% etc.

C+=77.5%-79.99%

C=72.5%-77.49%

C-=70.0%-72.49%

D+=67.5%-69.99%

D=62.5%-67.49%

D-=60.0%-62.49%

E=Below 60.0%

Example: At the end of the semester, if the top student in class has a 310 out of a possible 315, an A would be 92.5%+ of 310, or 287 and higher. If the average of the "Top 5" students total scores is 303 out of a possible 315, the grading scale percentages for B+ and below will be based on that "New Total" of 303.

Optional Work ("Your Thoughts")

At regular times throughout the semester (generally at the end of each week) I will be sending you (and making available on Carmen) some content-related questions for you to answer. Please note that it is totally up to you whether or not you want to answer these questions; you will not be graded on them and I am not asking you to turn them in. I have found, however, that students get the most out of the course and most effectively learn when they try to apply this material to their own lives. For that reason, I'll be giving you regular (typically weekly) sets of questions to answer on your own. Consider it optional homework and asking for your thoughts and introspection that it would be in your best interest to consider. Again, this is totally optional but you might find it helps you learn the material even more effectively and help you get even more personal relevance from the course!

My Expectations

I have several expectations for students taking this course. First, I expect you to exhibit an interest in the topic material and demonstrate this interest by consistent attendance in class and regular introspection and application to your own experience. Second, I expect you to keep up on the course reading and hope that you will ask questions in class (even in this large classroom). Third, I fully expect a high level of courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones, no IMing or text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well, and they reflect poorly on you as an adult. If you don't want to be in class, don't be in class. **When you're here, be here.**

Finally, I have an expectation that upon completion of this course you will have a much greater understanding of, and appreciation for, the complexities of human behavior in organizations. I hope you will try to apply this material to your own work situation, either now and/or in the future. This course is for your benefit and development, and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation.

General Comments

Any issues concerning grading (e.g., exam scoring) need to be called to my attention via email within one week of receipt of the grading. Any student with special accommodation needs due to a disability should speak to me within the first two weeks of the course. Students with these needs are responsible for making me aware of their situation.

Academic Integrity: Academic misconduct and dishonesty will not be tolerated. The Ohio State University's Code of Student Conduct (Section 3335–23–04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Looking on another person's paper during an examination is a definite violation of academic integrity and will be acted upon by me and in accordance with The Ohio State University and Fisher College of Business policy. The sanctions for academic misconduct could include a failing grade in this course and suspension or dismissal from the University. Note: Use of any electronic device (cell phone, PDA, etc.) during an examination is strictly forbidden. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Stress: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Grades assigned at the end of the semester are not negotiable. Because of the grading system that OSU uses, there will likely be a large number of times in a class this size that a student is just a few points away from the next grade. I do not round up, nor do I generally provide any opportunity for extra credit; the time to accumulate points is during the semester, NOT at the end of it.

Finally, I want you to keep in mind that your larger mission here at OSU is to learn so that five years (and later) from now, you are as effective and successful as possible. Your ability to apply and retain this information in a meaningful way will help enhance your later success. While I adhere strictly to my grading policies above, I am also available to help you with any difficulties or questions you have during the semester. I have office hours on most days and am in my office a good portion of each day regardless. See me when you have questions about the course (or related) material.

Course Schedule—MHR 3200, Fall 2016 (2:20 pm class)

<u>Date</u>	<u>Topic</u>	<u>Text Reading</u>
8/23	Course Introduction	n/a
8/25	Strategy and Strategic Organizational Behavior	K&F, Ch. 1
8/30	Organizational Culture and Socialization	K&F, Ch. 14
9/1	Global Organizational Behavior	Noe Ch. 16
9/6	Individual Differences	K&F, Ch. 3
9/8	Social Perception and Managing Diversity	K&F, Ch. 4
9/13	Recruiting, Interviewing and Selection	Noe, Chs. 5 (146-164), 6
9/15	Recruiting, Interviewing and Selection (cont.)	Noe, Chs. 5 (146-164), 6
9/20	TBD	
9/22	Exam 1	
9/27	Motivation and Engagement	K&F, Ch. 5
9/29	Motivation and Engagement (cont.)	K&F, Ch. 5
10/4	Compensation	Noe, Ch. 13
10/6	Benefits	Noe, Ch. 14
10/11	Equal Employment Opportunity and Safety	Noe, Ch. 3
10/13	Autumn Break—No Class	
10/18	Group and Team Effectiveness	K&F, Ch. 8
10/20	Managing Conflict and Negotiations	K&F, Ch. 10
10/25	Power, Influence and Politics	K&F, Ch. 12
10/27	TBD	
11/1	Exam 2	
11/3	Leadership	K&F, Ch. 13
11/8	Leadership (cont.)	K&F, Ch. 13
11/10	Human Resource Planning	Noe, Ch. 5 (132-146)
11/15	Employee Training and Development	Noe, Chs. 7, 8
11/17	Performance Management	Noe, Ch. 10, K&F Ch. 6
11/22	Organization Design, Effectiveness & Innovation	K&F, Ch. 15
11/24	Thanksgiving Holiday—No Class	
11/29	Managing Organization Change	K&F, Ch. 16
12/1	TBD	
12/6	Exam 3	