

# MGMT311: Managing People in Organizations

Spring 2021

Zoom Meeting ID: 961 8954 2292

Passcode: 06132022

Dr. Kate Zipay  
[KZipay@uoregon.edu](mailto:KZipay@uoregon.edu)  
Ansett 397A

## Quick Links

**Syllabus on google doc:** <https://tinyurl.com/27rnmu8f>

**FAQ:** <https://tinyurl.com/2r9dybnt>

**Office hours sign-up:** <https://calendly.com/kzipay/student-office-hours>

## Course Objective

We spend most of our lives in organizations: from schools, to sports, college, community activities, internships, and work. Although we spend a lot of time working with, in, or for organizations we rarely stop to think how organizations work and what role we play in them. The ability to manage an organization, its groups, and its people is equally important for organizational success as skills in finance, accounting, marketing, operations, and strategy. Regardless of the field you go into after you graduate, you will need to depend on people to do your job. You will need to work for other people, work with other people, and supervise other people. In order to do so, you must understand the human side of management to complement the technical skills you are learning in other courses. The purpose of this course is to help you (1) understand how people and organizations function based on social science research on work, workers, and organizations, (3) provide you with an opportunity to apply OB concepts to real-world problems and (2) develop skills that will improve your ability to be a valuable organizational member and future manager.

## Class Format & Workload

The class is formatted to cover the foundational material outside of class, enhance your knowledge and application during class, and reenforce and extend your understanding after class. This structure optimizes the remote format and tends to the unusual stressors of remote learning by allowing you to take time on your own with the material and focus on connecting and deepening your understanding during the time we are together. In this class, you will...

### Prepare

Read the materials, watch the videos, complete prep activities and reflections

### Participate

Engage in discussions, think critically about topics, give attentional focus to class

### Practice

Complete assignments to apply new knowledge and skills gained from class

### Perform

Convey understanding and mastery of topics via three non-cumulative assessments

## Course Materials

The required textbook is entitled Organizational Behavior: Improving Performance and Commitment in the Workplace by Colquitt, LePine, and Wesson

*\*You can purchase any edition of the text and feel confident that you can stay on track and understand the material. You should consider whether you learn better with an e-book or a hard copy of the book. You can purchase at the Duckstore ([link](#)), online from Amazon ([link](#)), or other textbook providers.*

You will also need to purchase a HBS course pack with the required cases for the class. I will post the link on Canvas at the start of the term.

### A note about COVID-19 impact:

*As a group we will be flexible and adaptive. We will continue to learn. We will be empathetic to the unexpected (and expected) stressors that arise. I cannot predict how things might change during our 10 weeks together. But, you can plan for an engaging class and thoughtful and enhancing assignments. Please be sure to keep up with your email to understand plans for creating a safe and engaging class.*

## Learning Outcomes

Given full participation and engagement in the course, you can expect to:

- Build your knowledge of people at work
- Analyze complex managerial challenges
- Develop evidence-based problem-solving skills and practices
- Assess your own strengths and weaknesses as a manager and leader
- Enhance your work-related knowledge based in psychology and social psychology
- Critically explore the various ways that individuals influence organizations
- Gain insights on ways to enact positive change in the workplace
- Better synthesize the ways people can influence, motivate, and inspire exceptional performance in the workplace

## Class Expectations

### Instructor Role

- Convey research-based information about OB
- Connect concepts to “real world” workplace experiences
- Help you connect classroom learning to business application
- Develop the skills to handle difficult workplace issues
- Empower you to make positive change in your work environment
- Adjust quickly to unexpected changes at the University

### Student Role

- Come to class regularly and have previewed the material
- Ask for help if you need help
- Actively and thoughtfully participate in class discussions
- Read and listen with focus
- Genuinely try to succeed
- Search for what is interesting to you in the materials covered
- Facilitate your own and others positive learning experiences

### Collective Role

- Be courteous & respectful
- Avoid distracting each other
- Allow all conversation to be pertinent to class and conducted in a way that everyone can learn
- Ask questions & listen for answers
- Be flexible in adjusting to changes
- Refuse to tolerate racist, homophobic, sexist, and other disrespectful comments

*Showing respect for all people in the class promotes a scholarly environment. Because much of this class will focus on student participation, many people will be making comments related to the material. At no time is it acceptable for a student to be mimicked, embarrassed, intimidated, or mistreated in any way by other students (or by the instructor) for such participation or for any other reason.*

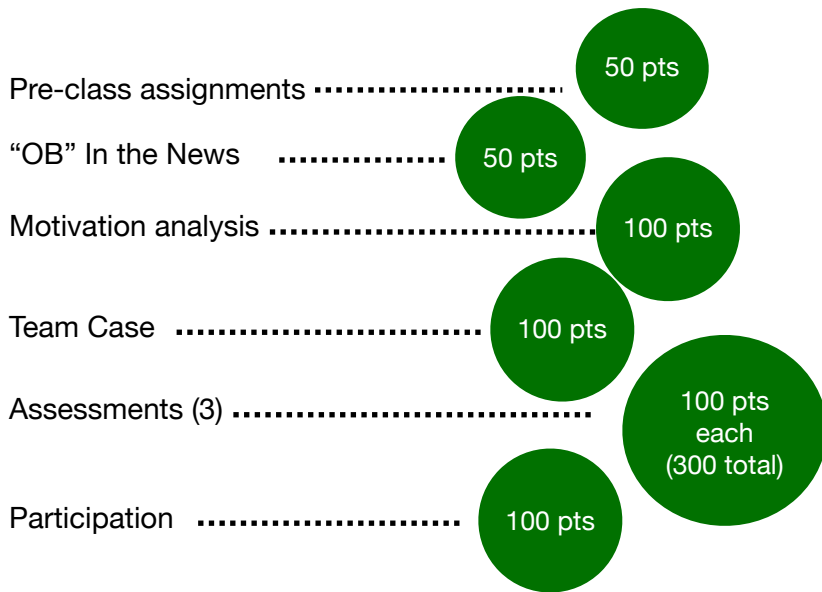
## Respect for Diversity

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

The University of Oregon requires that information and procedures for assuring and enhancing respect for diversity and human differences are included in all courses, course materials, and course policy and procedures throughout the educational environment. This position is commensurate with the University philosophy that dedicates our campus to the principles of equality of opportunity and freedom from discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity. In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences.

Students will be encouraged to develop or expand their respect and understanding of such differences. In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, or disability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique, and recognizing individual differences which can include race, ethnicity, national origin, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, or other ideologies. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

## Course Assignments Overview



## Grades

*Excellent work translates to excellent grades*

Grade	Between	
A	650	700
A-	630	649
B+	610	629
B	580	609
B-	560	579
C+	540	559
C	510	539
C-	490	509
D	420	489
F	0	419

## Important Dates

- Pre-class assignments due Mondays by 11:59pm
- Assessment 1 during class Thursday Week 3
- Assessment 2 during class Thursday Week 6
- Motivation analysis due Monday Week 7 by 11:59pm
- Team Case Step 1 due Wednesday Week 8 by 11:59pm
- Team Case Step 2 & 3 due Wednesday Week 9 by 11:59pm
- Assessment 3 during class Thursday Week 9
- Team Case Step 4 due Wednesday Week 10 by 11:59pm

## Weekly Topics

Week 1: Intro to OB  
 Week 2: Job Satisfaction and Commitment  
 Week 3: Stress and Emotions at Work  
 Week 4: Personality and Values  
 Week 5: Motivation at work

Week 6: Justice and Trust in the Workplace  
 Week 7: Work Teams and Groups  
 Week 8: Leadership  
 Week 9: Diversity and Inclusion  
 Week 10: Organizational Culture and Structure

*\*See google doc to sign-up for “OB in the News” date*

## Course Assignment Details Instructions

See Canvas for detailed instructions, supporting materials, and rubrics for each assignment. Each assignment will also be discussed in during class. If you are unclear on an assignment or expectations, please schedule office hours prior to the due date.

## University rules, policies, and other important information

**Plagiarism and Academic Misconduct:** The University Student Conduct Code (see <http://dos.uoregon.edu/conduct>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

**Lundquist College of Business Code of Conduct:** The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our Lundquist College community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional. (See <https://business.uoregon.edu/code-of-conduct>.)

**Accessible Education:** The University of Oregon is working to create inclusive learning environments (see <https://aec.uoregon.edu/>) Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Mental Health and Wellness:** Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Bias Education and Response Team:** The University of Oregon Bias Education and Response Team (BERT), <http://dos.uoregon.edu/bias>, based in the Office of the Dean of Students, works to provide those who have witnessed, or themselves become a target of an act of bias, an opportunity to be heard and supported. The fundamental role of BERT is to respond to situations that affect the larger University of Oregon community through education about current and historical issues surrounding bias. Utilizing best practices in our field, the BERT provides services to witness(es), bystander(s), targeted individual(s), offender(s), or a member(s) of the community in order to create change in a timely, effective, and comprehensive way. It is through our education services and initiatives that we hope to eliminate acts of bias within our community.

If you have witnessed or experienced bias and would like more information or would like to report it, please visit <http://dos.uoregon.edu/bias>.

**Help for Victims and Survivors:** If you are a victim or survivor of sexual assault, sexual harassment, dating or domestic violence, gender-based harassment or bullying, and/or stalking and need help, start here: <https://safe.uoregon.edu/>. There is staff available 24-hours a day for confidential advice and assistance. Even if you are unsure what to do, call 541-346-7233 (SAFE) and you'll be connected with somebody who will listen to you and help guide you as you figure out what you want to do next. We are here to support you and help provide the assistance and services you need.

**Title IX:** If you or someone you know (student, faculty, or staff) has experienced gender discrimination, sexual harassment, or sexual violence, the university can offer assistance, support, and resources: <http://titleix.uoregon.edu/how-report>

**Prohibited Discrimination and Harassment Reporting:** Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 (SAFE), or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, <https://uoregon.callistocampus.org/>, a confidential,

*third-party reporting site that is not a part of the university. Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](http://respect.uoregon.edu) or [aaeo.uoregon.edu](http://aaeo.uoregon.edu) or contact the non-confidential of Affirmative Action and Equal Opportunity (AAEO) office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at *Discrimination & Harassment*. Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](http://titleix.uoregon.edu).*