# Management 2380: Organizational Behavior, Fall 2023
## Course Syllabus

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## Course Information

Fall 2023: Thursdays, 3:30-6:29pm
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## Course Description and Objectives

Although skills in finance, accounting, marketing, operations, and strategy are crucial for achieving success at work, the ability to manage an organization, including the groups and individuals that comprise it, is equally important. In your career, you will depend on people to accomplish tasks, goals, and projects; you will need to work *for* other people, collaborate *with* other people, and *lead* other people. An understanding of the human side of management is an essential complement to the technical skills you are learning in other courses. Although we will focus primarily on work contexts, you will find that the course concepts have applications to a variety of organizations, including athletic teams, social clubs, and religious and political groups.

This course is an introduction to the basic concepts and topics in organizational behavior (OB) and management. The course focuses on OB at three levels: individual, interpersonal, and collective. We will cover decision-making, relationships, motivation, personality, influence, and groups.

I have three primary goals for you in this course:

- **To grow academically**: Increase your knowledge of OB concepts so that you can understand and analyze how organizations and the people within them work.

- **To grow professionally:** Develop your leadership, management, and collaboration skills by providing you with opportunities to apply OB concepts to real-world problems and contexts.

- **To grow personally**: Build a diverse and inclusive learning community that challenges you to examine how you behave, interact, and work with others; encourage risk-taking in the classroom.

## Instructional Methods

To accomplish these goals, this course uses readings, lectures, exercises, cases, individual and team assignments, and class discussion. Reading assignments provide an important foundation for class discussion and you must complete them prior to each class session. During lectures I will highlight key points from the readings and provide additional information to supplement

them. Exercises and cases will provide you with the opportunity to apply what you have learned to real world issues and scenarios. Because each of you brings unique perspectives and experiences to the class, participation in class discussions and activities is essential to your own learning as well as that of other class members. Along the way, please remember that I am here to help you.

Furthermore, this course strives to uphold an inclusive and equitable classroom experience, where the content we study and discuss is reflective of the diverse population of students, managers, organizations, and customers that make up our world. As such, our classroom experience and the application of those concepts considers diversity, equity, and inclusion as key concepts. At times, concepts and research in the OB field may not take this into account (for example, much OB research looks at gender differences, but only through a binary gender classification). We will use our classroom to discuss these shortcomings, and I encourage you to actively highlight them as well.

### Readings

The coursepack is available on Study.Net. Readings found in the coursepack have a "C" label within the course schedule below. Some readings and exercises are not in the coursepack, and these will be available via Canvas. **It is important that you have completed the assigned readings thoroughly *before* class on the day shown in the schedule at the end of the syllabus.** We will not have time to talk about everything covered in the readings in class, so be sure to email me or ask questions during office hours about anything that you do not understand. You will be expected to know the key points from the readings for the assignments.

Additionally, you will be required to access a *Book Blast* book of your choice (see below for additional details).

Sign-ups for "My Favorite" Talks and Book Blasts can be found via the course Canvas site.

### Assignments and Grading

Your final grade in this course will be based on the following deliverables:

- "My Favorite…" Talk (not graded, but required)
- Learning Team Charter (25 points – 5%) – 21 September
- Interpersonal Challenges (25 points each, 75 points total – 15%) – see schedule for due dates
- Book Blast (50 points – 10%) – 26 October (Feedback 2 Nov)
- Organizational Behavior Tool (50 points – 10%) – 21 November
- Learning Team Project Report (125 points – 25%) – 7 December
- Final Exam (100 points – 20%) – TBD
- Class Participation (75 points – 15%)

Each assignment must be submitted by **the start of class** and is discussed in more detail below. All writing assignments, unless specified, are double-spaced, 12pt Times New Roman font with 1" margins. Please use APA formatting for any references. All assignments are to be submitted via our course Canvas page.

**"My Favorite…" Talk** (MFT; not graded but required): Each student will do a 1-minute *MFT* in front of the class (approximately seven students will present per class). This talk is to enable us, as your colleagues, to get to know you better by learning about your personal interests. Tell us about your favorite film, music, art, trip, restaurant, etc. Your choice! If you would like to share one slide for the talk (photos or another visual), please send to me before class.

**Learning Team Charter** (25 points – 5%)
At the beginning of the semester, you will meet with your learning team to establish your team expectations, roles, goals, and plans for addressing conflicts. Please discuss your individual strengths (see Interpersonal Challenge #1), and consider how your group will incorporate the collective strengths of its members as you build your Learning Team Charter. You will submit a two to three-page Learning Team Charter that explicitly addresses each of these categories. To be clear, the Learning Team will be expected to adhere to its charter throughout its existence in this course, so be thoughtful and respectful of each other. **DUE 21 SEPT**

**Interpersonal Challenges** (25 points each, 75 points total – 15%)
Interpersonal Challenges help you to apply course concepts to your own development. For each interpersonal challenge, you will do the challenge and write a minimum two-page reflection paper. Note that some require materials in addition to the reflection paper itself.

- **Interpersonal Challenge #1**: **Strengths.** You will complete the Reflected Best Self Exercise. (You can find it in the reading "How to play to your strengths" by Roberts et al.) Submit your portrait and the two-page reflection where you can explain what you discovered about your strengths. Start this exercise immediately! You will need to get external feedback and it will not be possible to do the exercise if you start it the night before it is due. **DUE 7 SEPT**

- **Interpersonal Challenge #2**: **Decision Making**. Identify an upcoming decision you must make. This can be something consequential, e.g., involving an internship application or family matter, or something more trivial, e.g., considering where you want to take a visiting friend over the weekend. How will you design the decision making process to minimize the possibilities of making a poor choice? How might you minimize potential biases? **DUE 28 SEPT**

- **Interpersonal Challenge #3: Goal-setting.** Set either a process goal or an outcome goal for the semester (in any realm of your life). Share your goal with another person in class to develop accountability. Describe how you are going to monitor success. Upload this goal to Canvas using the goal template on **5 OCT**. At the end of November, reflect on the success in achieving your goal. Why were or weren't you successful? Submit your two-page reflection on **30 NOV**

**Book Blast** (50 points – 10%)
Sign-up for a book from the approved list by **7 SEPT.** You will record a "lightning talk" presentation (5 minutes, 5 slides) pertaining to your chosen book. The presentation should focus on a brief overview of the central concept of the book, and then talk about how research featured

in the book could be extended to a demographic, geography, context or other situation that is not covered in the book. What would you hypothesize regarding how the book's central idea or concept would apply in this different context?

These presentations will be uploaded to Canvas by **26 OCT.** You will sign up to review three presentations of your classmates to watch and provide a substantive comment on (what was counterintuitive, what you disagreed with, other contexts in which it could be explored). Comments will be submitted by **2 NOV.**

At the end of the semester, all presentations will be available to the class. These can act as a resource and library for you moving forward.

**Organizational Behavior Tool** (50 points – 10%)
(In teams of 2, not including LT members): Choose an OB concept / OB research, ideally one that we did not spend much time on in class and create a tool (e.g., a template, a set of questions, a diagram, podcast, video) that could help an employee immediately and directly apply it at work. Along with the tool, write a five-page paper that explains what the OB concept is, a brief summary of the research behind it (how it was derived), and why the tool would support this OB concept in the workplace. Be creative! (**DUE 21 NOV**)

**Learning Team Consulting Project** (125 points – 25%)
The goal of this assignment, due **7 DEC**, is to analyze a problem, and apply OB concepts to the solution, for a real organization. You will be divided into groups ("learning teams") of four to five members. Your learning team's task will be to use concepts from the course to identify, analyze, and develop a plan for resolving a key problem that an organization is facing. You will be divided into groups during the second week of class, as some of our additional activities will involve your group.

- *Target Organization:* Each learning team will be responsible for identifying an organization to study using publicly available information (e.g., news, case studies). The organization can be a business, extracurricular club, athletic team, or any other organization broadly defined—as long as **no one in your group is a member**. In mid-October, you will announce your "client" in class. Of course, I would recommend starting the project earlier so that you have adequate time to collect data and write your report. Please meet with the TA prior to your announcement to discuss and get feedback on your client.

- *Report guidelines*: The report should answer the following questions, using data from your sources to support each answer:
    1. What is the nature of the problem, and what are the likely causes based on OB concepts?
    2. How can OB concepts be applied and extended to solve the problem?
    3. What specific action steps would you recommend the organization take to solve the problem?
    4. What are the potential barriers and obstacles to the organization following your recommendations?

5. What are the risks and possible unintended consequences of following your recommendations?
6. How will you communicate your findings to your client, with an eye on overcoming potential resistance?

The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 15 pages, and the maximum length is 20 pages. You should include a one-page executive summary before the introduction, and this does not count toward the length limits. Throughout the report, I recommend you use specific references to course readings and/or lectures to add credence to your diagnoses and recommendations.

- *Selecting your client organization*: In the past, students have especially enjoyed this project when they find the organization fascinating and/or directly relevant. If you have difficulty identifying a focal organization, let me know.

- *Report grading*: Your group will receive one grade for the project.

Your group will be responsible for presenting a five-minute presentation of what you found in your research. Because the presentation is only five minutes, your group will need to be concise and impactful in the delivery of the presentation. Group presentations will take place in our class session on **7 DEC**.

**Final Exam** (100 points – 20%): The exam will be a combination of multiple choice, short answer, and essay questions, covering material from class and the readings throughout the semester.

**Class Participation** (75 points – 15%)
I believe that the best way to learn, especially about OB, is to actively participate in your education. In this class, "participation" is defined in terms of *enriching the learning of your classmates by contributing thoughtfully to class discussion and exercises*. We value quality, not quantity; you do not need to speak up multiple times per class to receive an excellent participation score. That said, not speaking at all throughout the entire semester will hurt your score, as it means we are all missing out on your insights. Here are my expectations for your participation:

- <u>*Enrich the conversation.*</u> There at least five ways to participate effectively: (1) ask a thought-provoking question, (2) share an example of a course concept from your experience, (3) stimulate debate by respectfully challenging a point made, including one made by the instructor, (4) build on a prior comment to deepen understanding, and (5) integrate course readings insightfully.

- <u>*Be brave*</u>. Everyone in this class is smart, interesting, and has unique life experiences to share. You will get the most out of this course if you ask questions, voice opinions, and express your thoughts to one another. If you feel uncomfortable talking in class, please send me an email or set up an appointment to talk with me early in the semester. I will do

everything I can to accommodate each of your individual circumstances, but I can only do so if they are brought to my attention.

- *Be courteous*. Successful participation includes treating your classmates in a considerate and professional manner. Listen carefully to the comments and questions that your classmates voice. You may learn something new from their perspectives, and you will be able to avoid simply repeating something that another classmate has said earlier in discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student or me. Open debate often leads to the most thoughtful and informative class discussions, as long as you do it respectfully.

- *Be engaged*. This class is "unplugged." Once class starts, all electronics (e.g., computers, cell phones, tablets, etc.) should be turned off and put away. If you need to use a device because of a language or disability issue, you need to secure permission at the beginning of the class. The misuse of an electronic device (e.g., surfing the web or texting) will adversely affect your class participation grade.

- *Be curious and make connections:* We will start each class with a five-minute discussion of any current event topics that are of relevance to our OB course content. As you go about your week, be aware and curious about what you read, listen to, and watch, and how that content might relate back to OB concepts.

## Additional grading information

Academic honesty is expected in this course. In other words: don't be a cheater. Unless noted, all assignments in this class must be completed independently. Group or team deliverables are identified in the description of assignments explicitly. Written assignments will be graded on five criteria:

- *Depth of analysis*: The paper demonstrates thorough research and reflection, and compelling insight.
- *Integration with course content*: The paper uses, applies, and extends concepts covered in the class.
- *Creativity and insight*: The material is presented in an original, engaging, and interesting manner.
- *Organization and structure*: The paper employs a logical framework.
- *Style*: The paper is professionally written, using appropriate grammar, spelling, and punctuation.

## Regarding the use of Generative AI

Within this class, you are welcome to use AI models (ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and anything after) in a totally unrestricted fashion, for any purpose, at no penalty. However, you should note that all large language models still have a tendency to make up incorrect facts and fake citations; code generation models have a tendency to produce inaccurate outputs; and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an

AI program. If you use an AI program, its contribution must be acknowledged in the assignment; you will be penalized for using an AI program without acknowledgement. Having said all these disclaimers, the use of an AI program is encouraged, as it may make it possible for you to submit assignments with higher quality, in less time. The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own.

## Policy for Late Assignments

As in the business world, work must be received on time in order to receive full credit. If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day it is late. You are always welcome to hand in an assignment before its due date if you know that you will be busy as the due date approaches. If you think that you will not be able to complete an assignment by the stated due date, please speak with me *in advance* to make alternative arrangements. My policy on late assignments will depend on the specific circumstances surrounding the problem, and thus may differ from student to student. Providing advance notice about a late assignment will minimize the penalty you receive on that assignment, but does not guarantee that there will be no penalty for submitting the assignment late.

## CLASS SCHEDULE

| Date | Topic | Readings and Assignments |
|------|-------|--------------------------|
| 31-Aug | Intro to OB<br><br>&<br><br>Individual differences I: Leveraging Strengths, Understanding Weaknesses | *Please read…*<br>• Course Syllabus<br>• Duhigg, C. (2016). What Google learned from its quest to build the perfect team. *The New York Times Magazine*.<br>• Roberts, L.M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, 83(1), 74-80. (C)<br><br>*Assignment due…*<br>• Fill out Big Five personality scale, print your scores and bring to class: www.outofservice.com/bigfive/ |
| 7-Sep | Individual differences II: Selection & Hiring | *Please read…*<br>• Bogen, M. (2019). All the ways hiring algorithms can introduce bias. *Harvard Business Review*, May 6. (C)<br>• Phillips, K. W. (2014). How diversity makes us smarter. *Scientific American*, 311(4).<br><br>*Assignments due…*<br>• Challenge #1: Strengths<br>• Sign up for Book Blast choice on Canvas |

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| 14-Sep | Decision-making I: Rethinking Rationality | *Please read…*<br>• Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. *Harvard Business Review*, *84*(1), 62. (C) |
| 21-Sep | Decision-making II: Heuristics & Biases | *Please read…*<br>• Carter Racing case (C) [to be read *in* class, not before]<br>• Hammond, J.S., Keeney, R.L., & Raiffa, H. (1998). The hidden traps in decision-making. *Harvard Business Review*, *76*(5), 47-58. (C)<br>• Kahneman, D., Sibony, O., Sunstein, C. R. (2021). Bias is a big problem, but so is noise. *The New York Times*.<br><br>*Assignment due…*<br>• Learning Team Charter |
| 28-Sep | Motivation I: Values and Goals | *Please read…*<br>• Hausser Foods case (C)<br>• Kerr, S., & Landauer, S. (2004). Using stretch goals to promote organizational effectiveness and personal growth: General Electric and Goldman Sachs. *The Academy of Management Executive (1993-2005)*, *18*(4), 134–138.<br><br>*Assignments due…*<br>• Challenge #2: Decision making<br>• Map out team project and prepare for 19 October org announcement |
| 5-Oct | Motivation II: Feedback / Making Meaning | *Please read…*<br>• Buckingham, M., & Goodall A. (2015). Reinventing performance management. *Harvard Business Review*, *93*(4), 40-50. (C)<br><br>*Please view…*<br>• http://vimeo.com/13677854<br><br>*Assignment due…*<br>• Challenge #3: Goal-setting (Part 1) |
| 12-Oct | No Class: Fall Break | |
| 19-Oct | Relationships I: Giving and Taking<br>& Team Meetings | *Please read…*<br>• Grant, A. (2013). *Give and take*. Penguin. Chaps 1 and 2.<br><br>*Assignment due…*<br>• Announce organization to class |

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| 26-Oct | Relationships II: Team Conflicts & Social Networks | *Please read…*<br>• Jick, T. D., & Gentile, M. (2011). Donna Dubinsky and Apple Computer, Inc. case (C)<br>• McGinn, K., & Tempest, N. (2010). Heidi Roizen case (C)<br><br>*Assignment due…*<br>• Book Blast lightning talk recording |
| 2-Nov | Perceiving Others - Emotional Intelligence & Empathy | *Please read…*<br>• Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on? *Harvard Business Review*, *84*(2), 1-5. (C)<br><br>*Assignments due…*<br>• Book Blast comments on others' talks |
| 9-Nov | Influence & Persuasion | *Please read…*<br>• Cialdini, R. B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 72-79. (C)<br><br>*Please listen to…*<br>• Freakonomics: How to Get Anyone to Do Anything (Ep. 463) |
| 16-Nov | Groups & Teams I | *Please read…*<br>• Katz, N. (2001). Sports teams as a model for workplace teams: Lessons and liabilities. *Academy of Management Perspectives*, *15*(3), 56-67. |
| 21-Nov **Tues** | Learning Team Project Meetings | *Assignment due…*<br>• Organizational Behavior Tool |
| 30-Nov | Groups & Teams II | *Please read…*<br>• Post, C., Lokshin, B., & Boone, C. (2021). Adding women to the C-Suite changes how companies think. *Harvard Business Review*. (C)<br><br>*Assignment due…*<br>• Challenge #3: Goal-setting (Part 2) |
| 7-Dec | Class Presentations | *Assignments due…*<br>• Learning Team Consulting Project paper<br>• Learning Team Consulting Project presentation |
| TBD | Final Exam | *Please note…*<br>• To be scheduled by the University Registrar |