

E/M 261-002
Organizational Behavior
Spring 2016
12:30 – 2:20 pm Tuesday/Thursday

Instructor: Kathy Lund Dean, Ph.D.
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Office Hours: 10:00 – 11:00 am, Tuesday and Thursday, or by appointment (preferred)
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URL: Moodle site (**Materials and handouts will be posted here**)

Objective: This course is an introduction to organizational behavior: why people behave as they do in organizational settings. The goal is to come out of this course with a *practical* understanding of traditional management concepts such as organizational structure, culture, motivation, leadership, and teams.

The course is highly experiential to realize learning goals. We'll be using several self-assessments throughout the semester, to increase self-awareness and gain a better understanding of why certain management techniques and philosophies will work better for you than others. Correlatively, you'll understand how and why others see the world differently than you do and make different decisions. Experiential learning will continue with a service-learning assignment, partnering with community organizations. Because excellent communication and presentation skills, initiation skills, and tolerance for ambiguity are competencies that you, as future managers, will always need to use, the course helps you practice them both in and out of the classroom. I use a flipped classroom model where pre-work is done via Moodle, and course time is devoted to exercises, activities, and discussions.

Learning goals planned and assessed (and note that all but the first are process-oriented):

- ❖ Learn validated OB theories, models, and concepts
 - ❖ Apply course concepts in activities, simulations, discussions and exams
 - ❖ Apply course concepts in a "live" organizational setting with client organizations
 - ❖ Analyze and critically examine oneself with respect to key managerial competencies, using self-assessments and reflection work
 - ❖ Work constructively in a team
 - ❖ Develop group discussion competencies
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Required Text: Bauer, Talya and Erdogan, Berrin (2016) *Organizational Behavior* (V1.1.9 customized version). Flatworld Knowledge Press. Available <https://students.flatworldknowledge.com/course/2483103> . The text is available in a variety of media including e-book as well as print options.

Required video text: The Manager's Hot Seat from McGraw-Hill. Available at www.mhhe.com/mhs. Click on "First time users" to create an account to access the videos.

Academic Honesty: Academic integrity is the expected norm for the Gustavus community. The Honor Code is designed to both deter academically dishonest behaviors as well as have you make mindful academic integrity choices for yourself. **It is my expectation that the Honor Code is in force for all work associated with this course, and that it includes not "giving, receiving, or tolerating" academically dishonest assistance.** Academic integrity precludes both cheating and plagiarism. I interpret academic dishonesty quite narrowly, so, please do not risk being removed from the course by behaving in suspect ways. If you have questions, please ask me! Should there be evidence that you have behaved in an academically dishonest way the incident will be referred to and documented in the Provost's office. For more information about academic dishonesty, please refer to the Academic Honesty Policy and the Honor Code at https://gustavus.edu/general_catalog/current/acainfo .

Disabilities Service Availability: Gustavus is committed to all students achieving their potential. If you have a disability or think you have a disability (physical, learning, hearing, vision, psychiatric, etc) which may need a reasonable accommodation, please contact Disability Services, located in the Advising & Counseling Center, as soon as possible. You can have a confidential discussion of your needs and appropriate plans. Course requirements are not waived, but reasonable accommodations may be provided based on what your needs are. Please take advantage of these services designed to help you succeed. There is more information at <https://gustavus.edu/advising/disability/>.

English Language Learners & Multilingual Services Availability: Support is available for those students whose first language is not English, and/or those who self-identify as multilingual. Gustavus provides individual tutoring and consulting services designed to help ELL students succeed. The ELL Support staff can also assist in gaining access to appropriate academic accommodations when relevant. In addition, ELL students can seek help from peer tutors in the Writing Center. Contact the English Learning specialist at <https://gustavus.edu/writingcenter/writingcenterteams.php>

Professionalism:

One of my roles as instructor is to set and maintain expectations of professional behavior. Behaving professionally means being respectful to other class members, guests, and the instructor. Whether you realize it or not, you are being evaluated as a professional every day in organizational settings, be it class or on the job. Unprofessional behavior is viewed very negatively and **cumulatively** in any organizational setting.

It's been my experience that for the most part, students do behave professionally. Because of this, you begin the course with 20 points that are yours to keep as you continue your professional demeanor. Unfortunately, you lose professionalism points for arriving late to class repeatedly, leaving early without a reason, eating disruptively, interrupting class with conversations or bathroom breaks, reading the newspaper, working on material from another class, surfing during discussions, and other inappropriate actions. Should you have any concerns about this during the semester let me encourage you to make an appointment with me to discuss it.

Course Requirements:

This syllabus contains a lot of detail, which you will promptly forget because you're overwhelmed at the beginning of every semester! Please remember to refer to this information prior to completing assignments, as it is here to help you do assignments correctly.

1. Three manager and organizational engagement assignments each worth 50 points. I want you to engage with different managers/organizations in different industries to see how concepts in class are actually in practice. You'll be creating a list of managers you might want to interview as well as business/organizational sites you want to visit and learn more about, and responding to questions. Each assignment will have a written portion and a brief presentation portion where you share your results with the class. **Your list of prospects is due Feb 16th.**
2. Class attendance and participation will be worth 200 points toward your final grade. Points will be distributed in this way: each class period is worth 10 attendance & participation (A&P) points; we have 20 course sessions dependent on your engaging with course material. You get 6 for just attending. The other 4 points are earned through your active participation in course discussions. Note 2 things here:
 - Attendance and participation are not the same things
 - If you simply attend but do not actively participate in course discussions, you will receive only 60% of possible points for A&P, which is a D grade.

I expect most of class participation to be verbal. There are, however, other ways to offer your viewpoints about course material. These non-verbal ways to add your views to the discussion are important tools by which you may earn participation-based points. Non-verbal contributions may be made any number of ways, including

- sending me post-class email with your reactions to class time
- participating in Moodle forums

- finding popular press articles relevant to topical material and giving me a short write-up of how course material is being applied
- I welcome your ideas

If you must miss a class period, you are welcome to use non-verbal participation methods to earn back up to 8 class session points.

After each class, I record A&P grades for that class period and take notes in Excel for each student. This way, I have a running total throughout the semester rather than trying to remember each student's performance at the end of the term. **You are welcome at any time to see how you're doing with A&P—please ask.**

3. A service-learning project will provide a live example of major organizational behavior topics while linking the course intentionally with Gustavus' core values. I will give you more information on this. You will participate in a service-learning project, creating a final project for your community partner and doing reflection work on your experience. This project is worth 350 points: 25 points for on-time community partner site visits, 25 points for your interim summary report, 200 for a final project and 100 for reflection work.

Community organization partners for this semester are:

- ❖ Gustavus Community Based Service and Learning office
- ❖ City of Saint Peter

In completing your service hours (which will differ for each organization and project), you will sometimes work alone or with the group. I have built in project work time in class during the semester.

On February 18th, community partners will be visiting our class to meet you and describe their projects.

By March 1st, you need to have visited your community partner at their site. During that visit, you should really make sure you understand your project's deliverables and put together your plan for how you complete the project. **You must communicate with your community contact at least once per week throughout the semester** using any medium you agree on (FTF, phone, skype, email, etc). Make sure you keep track of this to turn it in at various times during the semester.

On **March 17th** you'll be presenting a midterm report of your organization and your work project(s).

On **May 12th**, community partners come back to campus for final project presentations. This will be with your group and there is a peer evaluation to complete.

4. The "Manager's Hot Seat" has real-life scenarios that depict complex managerial situations. There are video-based scenarios for which you need to make decisions on how to best manage each situation. For each Case assigned, you will get familiar with the characters, read background information (theory, relevant law, etc.), watch the meeting scenario and afterthoughts, and create a report grading the manager on her/his skills. You need to create a written report about the decisions you would make in each situation in response to the video scenario you see.

The product is fairly self-explanatory and contains easy-to-use buttons. The assignment deliverable for this course is your responses to the MHS Response Guide document on Moodle, containing a discussion of how well each manager did. **My expectation is that the course material, including the supplemental readings, will be integrated** into your MHS reports, using models, terminology and concepts. **The first two cases are team reports. The remaining 5 cases are individual reports.** Each Case is worth 50 points, and there are a total of 7 assigned Cases.

5. There will be two relatively detailed question sheets related to films we will watch in class that you'll fill out and turn in for 25 points each. One is for "Kung Fu Panda" and the other is for a PBS film, "On the Line." I will provide them on the web site. They serve as both study guides for exam questions as well as for in-class discussion prompts.

Recapping:

Manager/Org engagements	150 points total
Class participation:	200 points
MHS cases	350 points total
Service-learning project	350 points
Professionalism	20 points
Two film questions sheets	<u>50 points total</u>
	1145 total available

Grading policy:

A = 93-100%	B- = 80-82.9%	
A- = 90-92.9%	C+ = 78-79.9%	F = 59.9% or less
B+ = 88-89.9%	C = 70-77.9%	
B = 83-87.9%	D = 60-69.9%	

Course Policies:

1. Please turn off cell phones. *Exceptions are available* if there is some compelling reason for you to have your phone on (vibrate please). Discuss it with me prior to class. I award 0 points for A&P if it goes off during class, assuming some exception does not apply.
2. I will take late work. You may earn 50% of the graded points. **Let me encourage you to turn in work even if it's late rather than not at all.**
3. On written work that you bring to class to turn in, 20% of the grade will be based on mechanics such as spelling, grammar, punctuation, etc. You lose 20% of the graded points when I find distracting mechanics errors. **Please note:** printing before proofing, then writing in pen over typed words to correct them will always result in losing 20%.
4. Partners/Groups are chosen in week 2, and there is a team charter you'll be discussing and signing together. It will be difficult for you to be successful in the course if you miss that event.
5. I want you to attend and participate in the course. Missing 3 classes is 15% of the course, and at that point you forfeit 100 of the 200 participation points.
6. I administer a mid-term course evaluation in which I solicit your feedback and suggestions for improving the course. I make every effort to be responsive to your comments while maintaining the expectations that this syllabus represents. There is a discussion session around midterm to tweak the course for our needs as a class. Midterm comments have proven to be invaluable for maximizing our time together.

Course Schedule

NB: Readings are assigned on a weekly basis; please have the reading done by the first class period of the week.

Class dates	Topics discussed	Assigned reading & in-class activities
2/9	Course, class and professor introduction Accessing course materials How to be successful in this course <i>Make sure you take and print out your results for the Felder Learning Styles inventory (Moodle)</i>	

2/11	What is OB? And why should we care?	Ch 1 OB course pre-test Felder Learning Styles discussion
2/16	The nature of good group process: goals, objectives, responsibilities & evaluation MANAGER/ORG ENGAGEMENT LIST DUE	Team charter discussion Peer eval process on CATME discussion CASQ administration
2/18	Jeffrey Rathlef, Director of Community Based Service & Learning Todd Prafke, City Administrator for the City of St. Peter Paula O'Connell, Finance Director for the City of St. Peter	Why a service-learning project?
2/23	Geert Hofstede & national cultural orientations MANAGER'S HOT SEAT DUE: #8 CULTURAL DIFFERENCES (TEAM) <i>Take, and print out the results of, the Locus of Control inventory at http://www.psych.uncc.edu/pagoolka/LocusofControl-intro.html.</i> <i>Take, and print out the results of, The Jung personality test at http://similarminds.com/jung.html.</i> <i>Take, and print out the results of, the Tolerance of Ambiguity test (Moodle site).</i> <i>We'll discuss your results from all of these assessments next week.</i>	All chapters' final sections "National Culture" Ch 2 [section 2 Cultural Diversity]
2/25	Encountering Demographic Diversity	Ch 2 remaining sections Project work time (1/2 class)
3/1	Perception & Individual Differences MANAGER'S HOT SEAT DUE: #10 MEDIATING MORALITY (TEAM) DUE DATE FOR GOING TO SEE COMMUNITY PARTNERS	Ch 3
3/3	#1 ENGAGEMENT ASSIGNMENT: MANAGER INTERVIEW & PRESENTATION DUE	Interview questions on Moodle
3/8	Individual Attitudes & Behaviors MANAGER'S HOT SEAT DUE: PARTNERSHIP	Ch 4

3/10	Communication in Organizations <i>Midterm evaluation reminder: on web site</i>	Ch 6 Experiencing communication barriers Communication networks: a connecting simulation
3/15	Ethics in organizations MANAGER'S HOT SEAT DUE: ETHICS	All chapters' final sections "Ethics" Case studies: Ethics dilemmas Service-learning check in
3/17	Group Behavior PROJECT SUMMARY/UPDATE DUE MIDTERM EVALUATION DUE [there is a Moodle question link set up]	Ch 7 [section 2 Group Dynamics] Service-learning interim discussions Partner contact logs to be turned in
3/22	Conflict Alumni guest facilitator: Marshall Lichty '99 Principal, Entrepartner Law MANAGER'S HOT SEAT DUE: PROJECT MANAGEMENT	Ch 5 Midterm course evaluation discussion
3/24	Project work date	
3/29 3/31	SPRING BREAK—NO CLASS	
4/5 4/7	Organizational Culture Leadership Film "Kung Fu Panda" "Kung Fu Panda" discussion with question sheet	Ch 9 Ch 8 Upload KFP question sheet & culture sheet to Moodle
4/12	#2 ENGAGEMENT ASSIGNMENT: ORGANIZATION SITE VISIT & PRESENTATION	Project work time after presentations Partner contact logs to be turned in
4/14	Organizational Power & Politics MANAGER'S HOT SEAT DUE: OFFICE ROMANCE	Ch 10 Lisa Heldke's class visit
4/19 4/21	Motivation: Getting people to do what you'd like them to do	Ch 11 Ch 12 Cases: What would you do? TED Talks
4/26	Organizational Change MANAGER'S HOT SEAT DUE: CHANGE	Ch 13
4/28	Organizational Design & Structure Alumni guest facilitator: John Davis '91 President, Keller Williams Realty	Ch 13

5/3 5/5	Continue Organizational Structure & Design Film: “On the Line” 'ON THE LINE' QUESTION SHEET DUE	Designing Efficient Workplaces
5/10 5/12	#3 ENGAGEMENT ASSIGNMENT: ORGANIZATION SITE VISIT & PRESENTATION COMPLETE FINAL SELF-ASSESSMENTS [MOODLE] Community partners & presentations FINAL PROJECTS AND REFLECTION WORK DUE	TOA administration LOC Have assessments done by 5/12
5/17	Course wrap up and feedback COMPLETE FINAL SELF-ASSESSMENTS [MOODLE]	CASQ Course evaluation
5/19	Reading day	