

Organizational Behavior 6301-5E1
Fall, 2015
Syllabus

Professor: Dr. Orlando Richard
Office: SOM 4.413
Office Hours: By Appointment
Class Hours: Wednesday, 7:15-10PM in CHEC 223 (**MCKINNEY, TEXAS**)
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Required Textbooks

Ritti and Levy, The Ropes to Skip and The Ropes to Know, 8th ed.
Robbins and Judge, Essentials in Organizational Behavior, 13th ed.
OPTIONAL BONUS: Robbins and Judge Self-Assessment CD

Course Objectives

This course will provide a broad overview of the organization behavior (OB) field. The goals of this class are: to understand the various content areas (e.g., attitudes, personality, leadership) in the OB field, to advance oral competencies through professional presentations and intra-class discussion/debate, and to strengthen written competencies by offering feedback and revision opportunities on written assignments. While understanding OB content is important for a class of this nature, the improvement of oral and written competencies can be employed in a variety of arenas. Students will apply theories of motivation and assess the efficacy of motivational programs as well as recognize decision making problems and opportunities necessary to deal with ethical dilemmas. Also, students will learn to assess organizational cultures, recognize the value in workplace diversity, and develop strategies for transforming cultures to improve organizational performance.

Course Policies

1. Please arrive on time for class. If you think that you will be tardy frequently, consider registering for another section of OB 6301. **Turn cellular telephones off.**

2. EXAMS will include (1) lecture materials and (2) textbook information as well as (3) definitions provided from interactive group presentations. Makeup exams will be given only for legitimate absences as defined in the student handbook. Please bring adequate documentation. Makeup exams must be scheduled within one week of the original date. Notify me well in advance if you will need to miss an exam on original scheduled date.

3. INDIVIDUAL PARTICIPATION: All students must be individually prepared to discuss case exercises and ROPES TO SKIP AND ROPES TO KNOW mini-ropes.

Case exercises do not require a written assignment, unless announced, but you should be prepared for the in-class discussion. SEE PAGE 6

We will have three class periods designated for mini-ropes in the Ropes to Skip and Ropes to Know text. Please read the Prologue before starting any of the mini-ropes. In addition, I recommend that you browse the introduction before each section of the assigned mini-ropes. On those days, you should prepare a conceptual analysis for the Rope to Skip and the Ropes to Know mini-ropes readings (*select four of the ropes assigned for a total of 4 full pages to turn in for participation grade*). SEE PAGE 6

Please **bold** or *italicize* all OB related terms in concepts in which you apply to mini-ropes. [IN SUMMARY, THE NUMBER OF PAGES FOR DOUBLE-SPACED TYPED ANALYSIS TO BE TURNED IN TO ME IS 0 FOR CASE EXERCISES (unless requested) AND 4 FULL PAGES FOR MINI-ROPES].

4. FACILITATION EXPERT: Each of you must facilitate a case exercise or set of mini-ropes. This must be done only **once** during the semester and on that day you will moderate the discussion to make sure all pertinent information is covered. Facilitation grade is based on individual outcomes. Experts that facilitate a case exercise do not have to prepare an analysis based on the case exercise unless I specifically request one. Each mini-ropes reading also requires a 1-page analysis resulting in 4-full pages from you. [IN SUMMARY, THE NUMBER OF PAGES FOR TYPED ANALYSIS TO BE TURNED IN TO ME IS 0 FOR EXERCISES (unless requested) AND 4 FULL PAGES FOR MINI-ROPES summary]. It is often helpful to obtain research outside the lecture notes and textbooks to bolster your recommendations.

5. CHAPTER ASSESSORS: Several times over the course of the semester there will be a short chapter assessor. They will be brief (including several questions testing your reading of class materials) and related only to the assigned class readings for that day from the Essentials of Organizational Behavior. The format varies (e.g., true/false, short answer).

6. INTERACTIVE INDIVIDUAL PROJECT: The project will consist of two components: oral and written. The oral component, depending on your topic, can range from 30 to 35 minutes and is intended to be **not only informative but also interactive**. This requires substantive content and full coverage of the topic (what should the class know?) and literature should be delivered professionally (e.g., power-point, transparencies, note cards, business attire). *I strongly encourage rehearsal of your presentation.* The oral component may be inclusive of a short video clip, a class exercise, a role-play, etc. Because of the interactive nature of the oral component, straight lecture

is penalized. The written component should follow a format similar to articles published in refereed or peer reviewed journals (see the appended Project Outline). SEE PAGE 9. You must decide whether to emphasize depth, breath, or a balance.

7. Several times during the semester I will give you an opportunity to gain bonus points for attending business or OB related lectures and providing a summary of the discussion along with your personal reactions. In addition, you can obtain points for writing a 2-page essay describing yourself based on what you learned from the Robbins & Judge Self-Assessment CD (any version). Please turn in both the 2-page essay and your score tabulation.

8. Students needing testing or classroom accommodations based on disability are encouraged to discuss the need with me as soon as possible.

Exams and Grading

<i>Component</i>	<i>Points</i>	<i>Percentage</i>	<i>Grade</i>	<i>Total Points</i>
Exam #1	200	90-100	A	900-1000
Exam #2	250	80-89	B	800-899
Exam #3	100	70-79	C	700-799
Individual Participation	100	<70	F	<700
Facilitation Expert	50			
Chapter Assessors	50			
Interactive Project	250			
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Total	1000			

Tentative Schedule for Organizational Behavior

<u>Date</u>	<u>Subjects</u>	<u>Chapter Readings</u>
Aug	26 Introductory Lecture - Part A: <i>Course Coverage</i>	1, 2
Sept	2 Interactive Project Research and Guest Speaker Facilitation & Interactive Project Assignments Introductory Lecture - Part B <i>Chapter Assessor (i.e., quiz) worth 10 points</i>	3, 4
	9 Lecture: Perception & Attribution: Personality and Attitudes	5, 6
	16 Lecture on Learning and Reinforcement: Problem Solving <i>Exam next week</i>	
	23 Exam #1	
	30 Lecture on Motivation <i>Case Exercise: Larry Ross (40 minutes)</i>	7, 8
Oct	7 Intra-group Dynamics: PROJECT RESEARCH	9, 10
	14 <u>Ropes Day 1: Section II (mini-rope 8, 9, 10, 11): Socialization (60 minutes)</u> <i>Section VII (mini-rope 47, 48, 49, 50): Mobility (60 minutes)</i>	
	21 Exam #2	
	28 Lecture on Inter-group Dynamics Interactive Project Presentation 1, (30 minutes) Interactive Project Presentation 2, (30 minutes) <i>Debate Exercise: Does Money Motivate? (35 minutes)</i>	11, 12, 13
Nov	4 Interactive Project Presentation 3, (30 minutes) Interactive Project Presentation 4, (30 minutes) <i>Exercise on Conflict Negotiation (35 minutes)</i>	14, 15
	11 <u>Ropes Day 2: Section III (mini-ropes 15, 16, 17, 18) and</u> <i>Section V (mini-ropes 32, 33, 34, 35) (60 min. each section)</i>	
	18 Interactive Project Presentation 5, (30 minutes) Interactive Project Presentation 6, (30 minutes) Interactive Presentation 7, (30 minutes) <u>Ropes Day 3: (mini-ropes 39, 40, 59, 60) (45 minutes)</u>	
	25 FALL BREAK	

Dec 2 Interactive Presentation 8, (30 minutes)
Interactive Presentation 9, (30 minutes)
Exercise on Leaders versus Bosses (30 minutes)

Bring ALL REMAINING Extra Credit Assignments

IN-CLASS EXAM #3

Facilitation Expert List

Facilitator/s 1 Case on Larry Ross (40 minutes)

Names _____

Facilitator/s 2 Ropes Day 1: Section II (ropes 8, 9, 10, 11): Socialization ... (60 min)

Names _____

Facilitator/s 3 Ropes Day 1: Section VII (ropes 47, 48, 49, 50): Mobility... (60 min).

Names _____

Facilitator/s 4 Ropes Day 2: Section III (ropes 15, 16, 17, 18): Motivation...(60 min)

Names _____

Facilitator/s 5 Ropes Day 2: Section V (ropes 32, 33, 34, 35): Motivation... (60 min)

Names _____

Facilitator/s 6 Debate Exercise: Does Money Motivate? (30 minutes)

Names _____

Facilitator/s 7 Exercise 21 on Conflict Negotiation (35 minutes)

Names _____

Facilitator/s 8 Ropes Day 3: (mini-ropes 39, 40, 59, 60) (45 min.)

Names _____

Facilitator/s 9 Exercise on Leaders versus Bosses (30 minutes)

Names _____

Highlighted requires 4-page analysis

Italic requires 1-page analysis

INTERACTIVE PROJECT PRESENTATION LIST

(30 minutes each)

Presentation 1 Topic and Name/s _____

Presentation 2 Topic and Name/s _____

Presentation 3 Topic and Name/s _____

Presentation 4 Topic and Name/s _____

Presentation 5 Topic and Name/s _____

Presentation 6 Topic and Name/s _____

Presentation 7 Topic and Name/s _____

Presentation 8 Topic and Name/s _____

Presentation 9 Topic and Name/s _____

Interactive Team Project suggested topics (others acceptable if approved)

Workplace Humor
Job Burnout: Antecedents and Outcomes
Cross-Cultural Teams
Virtual Work: Current Trends and Assessments
Workplace Mentoring
Emotional Intelligence
Cultural Intelligence
Workplace Romance
Business Ethics and Morality
Organizational Socialization
International Human Resource Management
Political Behavior
Deviance/Counterproductive Behaviors
Impression Management
Trust and Benevolence
Power and Influence
Organizational Development and Change
Organizational Culture and Climate
Organization Citizenship Behavior
Work-Family Interface
Management Spirituality and Religion
Violence at Work
Workplace Creativity
Feminist and/or Critical Theory
Social Networking Effects
Workplace Diversity
Whistleblowing: Antecedents and Consequences
Emerging Leadership Styles
Work Engagement
The Glass Ceiling: Past, Present, and Future

SAMPLE ONLY: Outline for Interactive Project Paper

TOPIC and MEMBER NAMES _____

INTRODUCTION

- Mentoring (def.) and its relevance (1/2 page)

BODY

- Two types of mentoring (1/2 page)
 - formal versus informal
- This review will focus exclusively on formal mentoring (4 pages)
 - Supervisor to Subordinate
 - Peer Mentoring
 - Outside the workplace mentoring
 - The mentoring social network
 - Organizational Behavior theories used to understand mentoring
- How are companies using corporate mentoring to reap positive benefits? (2 pages)
 - Company examples

CONCLUSION AND IMPLICATIONS FOR PRACTICE

- What are the managerial implications for what we know? (1/2 page)
- What do we need to know? What research is needed? (1/2 page)

FORMATTING ISSUES

- *An outline (similar to above) should precede the manuscript and a reference page (see American Psychological Association style guide) should follow the written report. (8 to 10 pages total)*
- *Use double spacing and 12 point font.*
- *Use only refereed journal material for the body of your report.*
- *Plagiarism will result in a failing grade*

KEY: Provide me and the class with a 1-page summary of (1) list of definitions and (2) key findings.