Course Syllabus

Course Information

Course Number/Section	OB 6301-MBP
Course Title	**Organizational Behavior**
Term	Fall 2015
Days & Times	Mondays, 7:00-9:45
Location	JSOM 2.117

Professor Contact Information

Professor	Maria Hasenhüttl, PhD
Office Phone	972-883-5898 (during office hours)
Email Address	Please use eLearning – expect an answer within one business day
Office Location	JSOM 4.411
Office Hours	Tuesdays, 1:00-2:00pm, before and after class, and by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

Course Description

This course is an introduction to the field of Organizational Behavior. Research demonstrates that, time and again, understanding people, groups and organizations is a more critical determinant of success than technical skills. We will be discussing your role in the organization as an organizational citizen – covering a wide range of topics including how to motivate and reward people, what makes work groups function effectively, the impact of leadership styles and communication, how to access and accumulate power and influence, how to diagnose and manage change. The class will be conducted using a variety of methods including but not limited to lectures, exercises, cases, class discussions, and videos.

The goal of this course is to provide you with theoretical frameworks and a vocabulary to help you understand and analyze happenings in organizations. The expected benefits include a chance to analyze your personal dispositions and skills so that you can make better choices and be effective in your work and careers.

Your active engagement and sharing of experiences will be key factors in making this course a success. Respect for the opinions of others is an essential characteristic for any learning community. Although it is likely you may not agree with everything that is discussed or said in this course, you are expected to express your viewpoints in a manner that is courteous and respectful.

Student Learning Objectives/Outcomes:
1) Explain and apply major scholarly approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
2) Apply basic theories of motivation, evaluate the differences between motivational approaches and assess the efficacy of motivational programs.
3) Recognize decision making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and implications.
4) Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge the differences and capitalize on the benefits of diversity in all its forms in organizations.
5) Increase self-awareness and understanding of your strengths and weaknesses so you can be more effective in your career.
6) Analyze and explain the connection between OB concepts and personal work experiences.

Required Textbook and Materials

Required Textbook
Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 7th edition, 2015. McGraw-Hill. ISBN-13:978-0-07-786258-9.

Required Materials
a) Reflected Best Self Exercise (RBSE). RBSE is available for purchase ($9 for one copy) with a credit card on the website - www.centerforpos.org. Click on the "DO" link and then on "Tools", which will take you to the following page http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print one copy.
- Articles. Select chapters require additional readings. These articles are available for free through the UTD library. Use this link to purchase individual Harvard Business Review articles at the reduced student rate: https://cb.hbsp.harvard.edu/cbmp/access/38793538

Suggested Course Materials
Range of journals through McDermott Library (www.utdallas.edu/library/resources/journals.htm).

E-Learning and Communication
You will need to have access to eLearning. Class slides and other relevant materials will be posted on eLearning. In addition, you are advised to check your messages on eLearning frequently, and prior to each class session. This will be the main way to disseminate any messages or instructions relating to the course. A university policy to protect student privacy directs that faculty are not required to answer student e-mails unless they are from a UTD account. This means that I will not respond to e-mails unless they come from a UTD account.

Course Schedule

To ensure a high quality learning experience, it is critical that you prepare thoroughly before each class meeting. You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience.

This course outline provides a general plan for the course. I reserve the right to make changes to content, requirements, and schedule. All changes will be announced in class.

Date	Topic	Readings Assignments Due
Aug 24	Introduction	Chapter 1 Appendix A
Aug 31	RBSE Evidence-Based Management Individual Behavior, Personality, and Values	Chapter 1 (quiz chapter 1) Chapter 2 RBSE booklet Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. "How to Play to Your Strengths". HBR, January 2005, 75-80. Nadler, Tushman: Managing Organizations (Congruence Model). http://www.cumc.columbia.edu/dept/pi/ppf/Congruence-Model.pdf Jeffrey Pfeffer and Robert Sutton. "Evidence-Based Management". HBR, January 2006, 63-74.
Sept 7	LABOR DAY – NO CLASS	Complete the MBTI Personality Assessment: http://www.humanmetrics.com/cgi-win/jtypes2.asp
Sept 14	MBTI Interpretation – Jane Shipman 7pm Individual Behavior, Personality, and Values (continued) Perceiving Ourselves and Others	Chapter 2 (quiz chapter 2) Chapter 3 (quiz chapter 3) OB in News Team 1 presentation **RBSE: feedback requests sent out** **RBSE: submit your a-priori best self portrait**
Sept 21	Emotions, Attitudes, and Stress	Chapter 4 (quiz chapter 4) OB in News Team 2 presentation
Sept 28	Motivation and Performance Practices	Chapter 5 (quiz chapter 5) Chapter 6 (quiz chapter 6) OB in News Team 3 presentation
Oct 5	Motivation and Performance Practices (continued)	Chapter 5 and 6 Steven Kerr, "On the folly of rewarding A while hoping for B". The Academy of Management Executive. Feb. 1995. http://www.ou.edu/russell/UGcomp/Kerr.pdf OB in News Team 4 presentation

Oct 12	Decision Making and Creativity	Chapter 7 (quiz chapter 7) Daniel Kahneman, Dan Lovallo, and Olivier Sibony: "Before you Make That Big Decision". HBR, June 2011, 51-60. OB in News Team 5 presentation
Oct 19	Teams	Chapter 8 (quiz chapter 8) J. Richard Hackman. "Why Teams Don't Work". HBR. May 2009, 99-105. OB in News Team 6 presentation **Ideal Org: Part 1 (submit a word document)**
Oct 26	Communication	Chapter 9 (quiz chapter 9) OB in News Team 7 presentation
Nov 2	Power and Influence Conflict and Negotiation	Chapter 10 (quiz chapter 10) Jeffrey Pfeffer. "Power Play". HBR. May 2009 http://jeffreypfeffer.com/wp-content/uploads/2011/10/HBR-JulAug2010-PowerPlay.pdf Chapter 11 (quiz chapter 11) Deepak Malhotra and Max H. Bazerman. "Investigative Negotiation". HBR. September 2007, 73-78. OB in News Team 8 presentation **RBSE: submit final Reflected Best Self Portrait**
Nov 9	Leadership	Chapter 12 (quiz chapter 12) OB in News Team 9 presentation **Ideal Org: Part 2 (submit a word document)**
Nov 16	Organizational Culture	Chapter 14 (quiz chapter 14) OB in News Team 10 presentation
Nov 23	THANKSGIVING – NO CLASS	
Nov 30	Organizational Structure and Change	Chapter 13 (online quiz 13) Chapter 15 (online quiz 15) OB in News Team 11 presentation **RBSE: entire Reflected Best Self Paper**
Dec 7	**Ideal Organization Team Presentations**	**Final Ideal Organization Project WIKI (part 1, part 2 and part 3), submit a word document and presentation outline**

Grading Policy

Team Projects	
1. Ideal Organization, Paper and Presentation	24%
2. OB in the News, Paper and Presentation	7%
Individual Assignments	
3. RBSE	15%
4. 2 Work Experience Journals, each 7 points	14%
5. Participation	20%
6. 10 Quizzes (out of 15)	20%
	100%

Grading Scale

Total Points	Grade
90-100	A
80-89.9	B
70-79.9	C
Less than 70	F

Grading Policy

If you have questions about grades, please make an appointment with me. For quiz questions, be specific about why you believe that your answer was correct. Include references to page numbers in the textbook and/or slides. **All grade inquiries must be made within two weeks of the posting of the grade.**

Descriptions of Course Assignments

1. Ideal Organization, Paper and Presentation (24 points, or 24%)

Assignment: Design the ideal organization. Use course concepts to defend your answer.

The main objective is to put together concepts related to major topics in this course (such as personality, motivation and rewards, team dynamics, interpersonal influence, leadership, power and politics, organizational change, organizational culture, etc.) and translate these concepts into concrete actions (what companies can actually do) to implement the current knowledge in these areas.

This project needs to be completed in 3 phases during the semester in a group WIKI.

Team Project Part 1: Individual Level.
This part will focus on applying OB frameworks from the individual level of analysis (chapters 2 through 7).

Team Project Part 2: Group Level.
This part will focus on applying OB frameworks from the group level of analysis (chapters 8 through 12).

Team Project Part 3: Organizational Level.
This part will focus on applying OB frameworks from the organizational level of analysis (chapters 13, 14, and 15).

Assume you are starting your own company. It will make it easier to discuss the various issues you are planning to address if you make this specific. It can be a company like a CPA firm or you can be creative and apply OB concepts to other settings. One of the teams in the past wrote this project for managing a Pirate Ship. There are no limits to your imagination. The sole goal is for you to connect OB knowledge with specific, concrete actions organizations can take to implement effective OB practices. Try to think of this project as creating a proposal that tells potential employees and investors about your approach to managing people in your organization. You want to convince them that you know how to apply Organizational Behavior knowledge to effectively manage your employees.

The best way to get you started to think about what you might want to include in the paper is to think (after each chapter), so what? How can the concepts in this chapter be applied and implemented in an organization? Think about concrete action steps: what specific advice would you give your boss? How can applying this knowledge help achieve a better outcome (increase productivity, increase job satisfaction, reduce turnover, reduce absenteeism, increase OCB, etc.)?

Note: Include a discussion of what you will do to ensure ethical conduct of your employees. In addition, discuss how you plan to manage diversity and multicultural issues in your organization.

Guidelines for group dynamics and policies for any non-participating group members:

All groups have hiring and firing capabilities. Individuals have the ability to resign a group. However, every student must belong to a group. If you have conflicts with your group, you may resign – but you interview and find a position with another group. Conversely, groups may discharge members, but the students fired from a group must find another group. I have found this method greatly reduces social loafing. You will be evaluated by your peers! At the end of the semester, each student will rate the performance of their fellow team members. This rating will be used to adjust your individual grade for the group assignment. The Peer Evaluation Sheet is posted in eLearning.

You will form your own groups (no more than 5) by using the group sign-up sheet in the second week of class. A private discussion area is set up on the discussion board for internal group communications. A group chat room can also be created for each group to use.

Your team will work on this project in a group Wiki. Your group Wiki will be private for the first several weeks. After that, everyone will be able to see the Wikis for the other groups. However, you can only edit your own group Wiki.

At the end of the semester there will be a vote for "The Best Company to Work for" based on all the Wikis.

A Rubric for the Ideal Organization WIKI is posted in eLearning.

2. OB in the News, Paper and Presentation (7 points, or 7%)

Teams will be responsible for using current events to facilitate the discussion of OB concepts over the course of the semester. Each team will chose a specific day on the syllabus schedule and then use **current events** (no more than 6 months old - movie clips, newspaper/magazine articles, etc.) to **creatively** illustrate OB concepts from that day's topic to the class.
Details and specific requirements will be posted in eLearning.

3. RBSE Reflected Best Self Exercise (15points, or 15%)

Born from empirical research from University of Michigan's Center for Positive Organizational Scholarship, the *Reflected Best Self Exercise™* (RBSE™) uses stories collected from people in all contexts of your life to help you understand and articulate who you are and how you contribute when you are at your best. With this new insight, you will feel immediately strengthened and connected to others, experience clarity about who you are at your best, and refine personal development goals to be your best self more often. The RBSE™ guides you step-by-step through the process of identifying potential respondents, making the request for feedback, creating your *a priori* best-self portrait, analyzing your reflected best-self stories, creating a new, reflected best-self portrait, and translating that portrait into proactive steps for living at your best.
The RBSE is available for purchase ($9 for one copy) with a credit card on the website -
www.centerforpos.org. Click on the "DO" link and then on "Tools", which will take you to the following page http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print one copy.
The booklet you download has background information and detailed descriptions on how to complete this assignment.

The Reflected Best Self (RBS) exercise is a four-step exercise that integrates external feedback and personal reflection about participants' strengths and ability to add value. This exercise provides participants with a structured opportunity to consider who they are at their best.

After completing the exercise, participants should be able to:
- Identify and articulate their personal strengths and their capability to add value to work organizations (and beyond).
- Understand what kinds of work situations bring out the best in people.
- Understand the power and impact of the reflected best-self portrait for personal development and for individual and organizational performance.

Procedure:
1. Identify Potential Respondents (co-workers, supervisors, employees, family, friends)
2. Request Reflected Best-Self Stories (gather feedback from 10-20 individuals who know you well and will be honest. Ask them to describe 3 instances when they saw you at your best.)
3. Reflect upon your own experiences of being at your best and write your own Best-Self Stories (*submit* a-priori Best-Self Portrait)
4. Analyze All Best-Self Stories. Search for common themes across stories to discover how you add value.
5. Compose your Reflected Best-Self Portrait (*submit*). You can also create a word cloud on wordle.net, or any other free word cloud generator, and submit it in eLearning (voluntary)
6. Analyze Context, List Enablers and Blockers
7. Create an Action Plan (*submit)*

Refer to the Reflected Best Self exercise booklet for detailed instructions.

Complete RBSE Paper:
Write a paper that captures your core learning from the RBS exercise. The paper should have the following format:
- Introduction
- My First Best-Self Portrait (based on your own stories, this is the a-priori Best Self Portrait)
- Feedback Process: Analysis and Observations
- My Final Best-Self Portrait (created after your analysis of all the feedback you received)
- Discoveries and Applications (Action Plan)
  In this last section of the paper, reflect on the following questions:
  a) How does your best-self portrait correspond with the sorts of things that you spend the bulk of your time doing? What situations or contexts encourage your best self to emerge? What keeps you from operating at your best more of the time?
  b) How can you prioritize your life so that you maximize the potential for your best self every day? What can you do differently? What might you consider not doing anymore? Are there certain contexts you can put yourself in to maximize your potential?

You may post the result of your RBSE as a word cloud in eLearning (this is voluntary). Go to the following website www.wordle.net. You then enter the block of text from your RBSE and it will automatically generate a word cloud, or graphic representation of the words in your block. There are a lot of options for color scheme, font, and layout. It's a great graphic reminder! You can also use any other website that allows you to create a word cloud.

Some Evidence:
The Gallup Organization asked 198,000 employees in 7,939 units of 36 companies, "At work, do you have the opportunity to do what you do best every day?"
When employees answered "strongly agree",
- They had significantly less turnover
- They had more productive business units
- They had higher customer satisfaction scores

But globally, only 20% of employees working in large organizations feel that their strengths are in play every day.

4. 2 Work Experience Journals (7 points, or 7% each)

A very important part of this course is the experience that you bring to class. In order to draw on some of your experience, you will be required to enter your thoughts in a journal over the course of the semester. These are not intended to be major research papers. These are intended to be short written statements describing an experience that you have had in an organization and relating it to the readings for the week. You will be expected to post a journal entry on 2 of the topics. You can choose any of the topics to write on, but my advice is to pick one earlier in the semester so that you can get feedback for your other journal entry.

In order to get full credit for this assignment, you will need to discuss the question from your experiential standpoint and use the assigned readings to explain your understanding of the situation. Let me make this clear – this journal is about BOTH your personal opinions/experiences and the readings for that week. **It should include a description of your experience and a careful analysis of how the material from our class helps you understand your experience from a broader perspective.**

If you write only about your experience and do not tell me about how the readings link to your experience then you will not get full credit for the assignment. If you talk about the readings but do not relate your experience you will not get full credit for the assignment. Given that the point of this exercise is for you to make the connection between the readings and "real life", I expect to see you express your understanding of the connection between the two.

Your journal will be both personal and private – I will be the only person who will access it over the course of the semester. If you touch on an idea or have an example that I think others could learn from, I might ask if you would be willing to share it on the public discussion board. However, you are not required to share it and I will not share it without your permission.

Journal postings are due online at 7:00 pm on the day the topic is discussed in class. So, if you want to write about personality, it is due on the night we are discussing the topic. Journal entries should be a minimum of 600 words and a maximum of 1200 words. Your journal entries are graded on a scale of 1 to 7. I will give you individual feedback on the first journal entry to make sure that you are meeting the expectations.

5. Participation (20 points, or 20%)

I will periodically collect information on your participation. This may include your participation in group activities as well as short in-class writing assignments etc. You can earn 2 points each time for your active participation in these activities.

Participation will count for 20% of your grade. The grade will be calculated according to the number of points you accumulate over the course of the semester. There is a maximum of 20 points. There is ample opportunity to receive the full 20 points, even if you have to miss a class. If you come to class regularly and you read the material ahead of time, it should not be difficult for you to earn the maximum 20 points.

The success and value of this course depend on class discussion. We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. It is my expectation that you will have read the assigned material and **be prepared to participate in class discussions and activities**.
1. You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students. You will be asked to complete some assignments that are not graded. If they are completed, you will be one step further along on your personal journey toward enlightenment. What an incentive system!
2. Readings: You are expected to read all assigned readings and while doing so, you should continually ask yourself the following questions:
   a) Do I **understand** the theory and/or principles of this material?
   b) So what? What are its implications? How would I **apply** this as a manager?
3. You are asked to actively participate by raising these questions as well as others during our class time.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality participation involves knowing when to speak and when to listen or allow others to speak. Avoid comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation.
 The best class comments:
- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- use facts and data to support arguments and conclusions;
- take into consideration the ideas already offered by others;
- help to build a positive learning environment for everyone;
- help others to feel safe about participating.

6. Quizzes (10 at 2 points each, or 20%)

Quizzes consist of ten questions that will test your understanding of key concepts from each chapter. You need to complete the quiz in eLearning by 7pm on the day listed in the syllabus. The quiz is timed (30 minutes) and you can take the quiz two times. However, the questions will be different on your 2nd try. The highest score will count. Overall, your 10 highest quiz scores will make up this part of your grade.

Course & Instructor Policies

Assignments:

- All assignments are due at the beginning of the class period for which they are assigned. All written work is to be typewritten, double spaced, stapled, and follow expected standards of clarity, organization and grammar. Word processing programs have spelling and grammar checking capabilities – use them!

- Visit the Business Communication Center BEFORE you hand in any papers if you feel you need help – they are extremely helpful: http://bcc.utdallas.edu/
  The Business Communication Center web site also has a lot of online writing tips and reference materials. Take advantage of this resource!

- Late assignments will not be accepted.

- To get the most benefit from your time in this class, read the material to be discussed before we discuss it in class. You will find classes to be much more interesting and engaging if you come prepared to discuss each day's topic.

- Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind.

Class attendance:
Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course.
This course is your course – your input will determine your outcomes. There will be a sign-in sheet at each class period. You are allowed 2 excused absences. After that, each absence results in a reduction of 3% of your total grade. Please let me know in advance if you need to miss a class. Keep in mind that written assignments must still be handed in on the due date.

Missed Classes:
It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member – not the Instructor. Each student is responsible for all information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

Team Rules:
All teams have hiring and firing capabilities. Individuals have the ability to resign a team. However, every student must belong to a team. If you have conflicts with your team you may resign – but you must interview and find a position with another group. Conversely, teams may discharge members, but the students fired from a team must find another team. I have found this method greatly reduces social loafing. You will be evaluated by your peers. At the end of the semester, each student will rate the performance of their fellow team members. This rating will be included in your grade for the team projects.

Classroom citizenship:

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Arrive on time, and don't leave early
- Take good notes
- Silence all cell phones
- Mobile devices are NOT permitted during class time, unless used for note taking and slide viewing.

Etc.

- Please note: I will be highlighting info from the text. I will NOT repeat everything in all chapters. If you do not understand something in your textbook, please ask questions!
- No folders and cover pages! Keep a copy of every paper and assignment you submit for a grade.
- It is your responsibility to READ THE SYLLABUS thoroughly and to keep track of all the important dates and requirements.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.