

Course Syllabus

Course Information

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| <i>Course Number/Section</i> | OB 6301-MBP |
| <i>Course Title</i> | Organizational Behavior |
| <i>Term</i> | Fall 2016 |
| <i>Days & Times</i> | Mondays, 7:00-9:45 |
| <i>Location</i> | JSOM 2.117 |

Professor Contact Information

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|------------------------|---|
| <i>Professor</i> | Maria Hasenhüttl, PhD |
| <i>Office Phone</i> | 972-883-5898 (during office hours) |
| <i>Email Address</i> | Please use course messages in eLearning |
| <i>Office Location</i> | JSOM 4.411 |
| <i>Office Hours</i> | Mondays 11:00 to noon, 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 which is a field of study aimed at understanding, predicting, and managing human behavior in organizations. We will be discussing 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. We will study a wide range of organizational situations and human behavior, and connect them to organizational theories and effective practical management methods that follow from them. My expectation is that when you apply knowledge explored in this class, you will be more 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.

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 22 | Introduction | Chapter 1 |
| Aug 29 | RBSE Evidence-Based Management Individual Behavior, Personality, and Values | Chapter 1 (quiz chapter 1) RBSE booklet Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. "How to Play to Your Strengths". HBR, January 2005, 75-80. Appendix A Jeffrey Pfeffer and Robert Sutton. "Evidence-Based Management". HBR, January 2006, 63-74. Read: Chapter 1: Our picture of the universe; from Stephen Hawking: "A Brief History of Time". Chapter 2 |
| Sept 5 | LABOR DAY – NO CLASS | Complete the MBTI Personality Assessment: http://www.humanmetrics.com/cgi-win/jtypes2.asp Print results – bring to class on September 26th |
| Sept 12 | Individual Behavior, Personality, and Values (continued) Perceiving Ourselves and Others | Chapter 2 (quiz chapter 2) Chapter 3 (quiz chapter 3) Nadler, Tushman: Managing Organizations (Congruence Model). http://www.cumc.columbia.edu/dept/pi/ppf/Congruence-Model.pdf OB in News/Case Team 1 presentation RBSE: feedback requests sent out RBSE: submit your own best self portrait |
| Sept 19 | Perceiving Ourselves and Others (continued) Emotions, Attitudes, and Stress | Chapter 4 (quiz chapter 4) OB in News/Case Team 2 presentation |
| Sept 26 | MBTI Interpretation – Jane Shipman 7pm Motivation and Performance Practices | Chapter 5 (quiz chapter 5) Chapter 6 (quiz chapter 6) OB in News/Case Team 3 presentation |

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| Oct 3 | 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/Case Team 4 presentation |
| Oct 10 | 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/Case Team 5 presentation |
| Oct 17 | Teams | Chapter 8 (quiz chapter 8) J. Richard Hackman. “Why Teams Don’t Work”. HBR. May 2009, 99-105. OB in News/Case Team 6 presentation Company Team Project – outline Due |
| Oct 24 | Communication | Chapter 9 (quiz chapter 9) OB in News/Case Team 7 presentation |
| Oct 31 | 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/Case Team 8 presentation RBSE: submit final Reflected Best Self Portrait |
| Nov 7 | Leadership | Chapter 12 (quiz chapter 12) OB in News/Case Team 9 presentation |
| Nov 14 | Organizational Culture | Chapter 14 (quiz chapter 14) OB in News/Case Team 10 presentation |
| Nov 21 | THANKSGIVING – NO CLASS | |
| Nov 28 | Organizational Structure and Change | Chapter 13 (quiz chapter 13) Chapter 15 (quiz chapter 15) OB in News/Case Team 11 presentation RBSE: submit entire Reflected Best Self Paper |
| Dec 5 | Company Team Project Presentations | Company Team Project Final (submit a word document and presentation outline) |

Grading Policy

| Team Projects | |
|---|------|
| 1. Company Team Project, Paper and Presentation | 25% |
| 2. OB in the News/Case, Paper and Presentation | 8% |
| Individual Assignments | |
| 3. RBSE | 11% |
| 4. 2 Work Experience Journals, 7 points each | 14% |
| 5. Participation | 18% |
| 6. 12 Quizzes (out of 15) | 24% |
| | |
| | 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. Company Team Project, Paper and Presentation (25 points, or 25%)

The purpose of this project is to give your team an opportunity to apply what has been learned in the course to problems in an organization. Your team should choose an organization where your team members work or have interests.

You should identify a relatively recent problem to analyze. Do NOT use a previous problem and the company's solution. You need to focus your analysis by applying the concepts from this course.

Your team should **answer the following questions**:

- a) What are the issues or problems facing the organization?
- b) What OB concepts can be applied to understand why this problem is occurring?
- c) What recommendations can you offer to help improve organizational functioning?

Details and specific requirements will be posted in eLearning.

2. OB in the News OR Case Discussion, Paper and Presentation (8 points, or 8%)

Choose between option A or B:

Option A: Teams will be responsible for using current events to facilitate the discussion of OB concepts over the course of the semester. Each team will choose 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.

Option B: Teams may facilitate the discussion of end-of-chapter cases. If you choose this option, you need to inform the instructor at least one week prior to your presentation.

Details and specific requirements will be posted in eLearning.

3. RBSE Reflected Best Self Exercise (11points, or 11%)

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 500 words and a maximum of 800 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.

You need to complete your first Work Experience Journal BEFORE we start the group level of analysis. However, it needs to be submitted during the week when we discuss the topic you are writing about.

Use the following format (use the template provided in the submission link):

1. OB topic I am applying: e.g. job characteristics model (Motivation)
2. Brief description of your experience
3. Applying the OB concept to your experience. This section needs to be the major part of the journal. Make it very clear how the OB concept relates to your work experience.

Note: Follow the submission guidelines posted in the submission link.

5. Participation (18 points, or 18%)

This is a discussion-based class. Participation in class activities and discussions is essential for this course. I expect you to actively engage in all exercises and come to class on time, every day.

This part will include short memos about the articles. I will also periodically collect information on your participation. This may include your participation in group activities as well as short in-class writing assignments etc.

Participation will count for 18% 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 18 points. There is ample opportunity to receive the full 18 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 18 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 (12 at 2 points each, or 24%)

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 12 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!
- 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 is a discussion-based class. Participation in class activities and discussions is essential for this course. I expect you to actively engage in all exercises and come to class on time, every day

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.