

# ORGANIZATIONAL BEHAVIOR - MGT301

## Fall 2010

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<b>Office:</b>	BB116 (Business Building)
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<b>Class meeting times:</b>	Tuesday & Friday, 12:00 – 1:50 p.m.
<b>Office hours:</b>	Tuesday 4:00-5:00 pm & Friday 10:30 -11:30 a.m., or by appt.

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### I. COURSE OVERVIEW

#### Course Description

This is a course intended to help you understand the behavior of people in today's complex organizations. You will learn how to create, foster and manage organizations in which people thrive and perform at their best. The most important resources that organizations possess are human resources – the men and women who bring their talents and skills to solve organizational problems. However, many people understand little about what influences the performance of the individuals within organizations. Yet, failure to influence individual and team performance can have devastating effects on organizational performance. From this perspective, the challenge in managing organizations is how to architect contexts (jobs, organizational cultures, structures, processes) that enable individuals and groups to perform at their best. The challenge at a more personal level is how to find and/or create a context in which you can thrive and manage at your best. This course will be useful in planning careers, managing relationships with other people, making complex decisions, designing jobs, becoming a leader, and managing organizational changes. This course will also help you understand some of the challenges involved on both managing and being managed. Much of our learning in this course will be through interactive exercises and class discussions, supplemented by mini-lectures, readings, and videos.

#### Course Objectives

1. Understanding what organizations are all about and what is involved in becoming productive and satisfied organizational members;
2. Learning theories, concepts and tools that will enable you to analyze complex organizational problems;
3. Developing effective solutions to organizational problems by integrating theories and using problem solving and critical thinking skills;
4. Developing the knowledge and skills you need to be a successful manager of others, yourself and your career.

#### Course Readings

1. ***Organizational Behavior*** (14th Edition), Stephen Robbins & Timothy Judge. Prentice-Hall, 2011. ISBN 0- 13-612401-6.
2. Additional readings, handouts and cases available via SOCS and/or handed out in class. Readings on SOCS are listed under Organizational Behavior MGT301 Fall 2010 Course Materials.

#### General Format of Class Meetings

To achieve the goals established above, the course meetings will be (roughly) structured, combining interactive exercises and class discussions, supplemented by short lectures, readings, and videos. Reading assignments will provide a basis for class discussions and **MUST be completed prior to each class session**. Students should come to class prepared to summarize the major points and be able to apply readings to in-class exercises and

analyses. Please be aware that students will take high level of responsibility for their own learning and that of others. The instructor will provide guidance.

### Teaching Philosophy

Each of us is responsible for the success of this class and everyone has something to contribute to the class. My role is to *facilitate* your learning. I have tried to design the course to maximize your learning and I am committed to creating a positive learning environment in the classroom. What you get out of the course is, however, ultimately up to you. Different people learn best from different activities, therefore learning will be achieved through a variety of activities, such as readings, mini-lectures, cases, exercises, and team/class discussions.

## II. EXPECTATIONS

1. *Readings.* Complete all readings, and reflect on what you have read, before coming to class. In your reading, you should continually ask yourself the following two questions:
  - a. Do I understand the theory/principles of this material?
  - b. So what? What are its implications? How would I apply this as a manager?You are asked to actively participate by raising these questions as well as others during our class time. You are responsible for **all material covered in the readings, whether it is covered in class or not**. If you have questions about anything, ask; otherwise, I'll assume you understand.
2. *Attendance.* Regular attendance throughout the semester is critical and appreciated (as is arriving on time). You will miss important learning opportunities if you miss class. I understand that you may have to miss occasionally, but if you know you will **miss more than three**, you should take this class in another semester. Also, please plan to attend the entire class, from start to finish.
3. *Participation.* I intend for this class to be a high-involvement experience, with everyone contributing to each other's learning. Be prepared to be actively engaged. Ask questions and contribute your thoughts and personal experiences whenever relevant. When students actively contribute to the discussion, everyone benefits from a more positive learning environment and the class becomes more interesting and fun.
4. *Be respectful of each other* (no cell phones, no crossword puzzles, etc.).

## III. EVALUATION

Midterm exam	26%
Final exam	30%
Reflection papers (2 @ 7%)	14%
Reflected Best Self Assignment	20%
Class participation	10%
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	100%

### Grading scale:

A	95 – 100%	C	73 – 76.99%
A-	90 – 94.99%	C-	70 – 72.99 %
B+	87 – 89.99%	D+	67 – 69.99 %
B	83 – 86.99%	D	60 – 66.99 %
B-	80 – 82.99%	F	0 – 59.99 %
C+	77 – 79.99%		

### 1. Exams (56% of final grade)

A total of **2** exams will be given at scheduled dates throughout the semester. The final exam is non-cumulative; it will only test your knowledge of the material that we cover after the midterm exam. The format will include a mixture of multiple choice, true/false, and short essay questions. Questions will be based on class discussions, issues covered in class that are not directly from the text, cases, exercises, and reading assignments. **NO EARLY OR MAKE-UP EXAMS WILL BE GIVEN.** If you miss the first exam you will be required to take a comprehensive final examination on the material.

### 2. Reflection Papers (14% of final grade)

**A. Reflection Papers.** Much of our class time will comprise experiential learning activities, designed to help you see organizational behavior “in action.” However, the learning does not end with the exercise itself; it requires that you spend some time afterwards, doing three things:

1. **Reflecting on the experience**, in terms of thinking about what you have learned through it about yourself and others. What was surprising (or not surprising) from the experience, and what have you learned about yourself and/or others from it?
2. **Applying course materials to the experience.** How does the experience relate to and/or demonstrate the organizational behavior theories we are learning about in class? How does what happened demonstrate (or even refute) course concepts?
3. **Applying your learning from the experience to future organizational situations.** What can you “take away” from this experience and use in the future? How might it change your behavior in the workplace?

You will write **two reflection papers** during the semester, each on one class activity marked with \* in the syllabus. Each paper should be no more than 1 page (single-spaced), and should incorporate the three elements listed above (self-reflection, application of course concepts, and application to the “real world”). Do **not** interpret the reflection paper to be a freeform, whatever-comes-to-mind writing assignment. It will be graded on content **and** professionalism (spelling, grammar, structure, etc.). A paper template will be provided by the instructor.

**Reflection papers are due by the beginning of the class session (12:00pm) indicated in the syllabus and will be turned in to me in hard copy. LATE PAPERS WILL NOT BE ACCEPTED IN ANY CIRCUMSTANCES.**

### 3. Reflected Best Self Assignment (20% of final grade)

The Reflected Best Self assignment is designed to help you gain unique and valuable insights into the ways you add value and make a contribution in work organizations. This assignment creates an opportunity for you to receive feedback from significant others regarding who you are when you are at your best. You will ask others to provide you with short descriptions of who you are and what you do at your very best from a diverse array of significant people in your life. You will analyze this feedback for commonalities and themes and will write a portrait of your best that captures the insights from your data. You will have to write a short paper (up to six pages, double-spaced) that captures your core learnings from this experience. **More details about this assignment will be provided by the instructor in a separate sheet.**

**This paper must be submitted as a word document file in the Dropbox on SOCS course site by Tuesday, December 7<sup>th</sup>, 12:00pm (beginning of class time).**

#### 4. Class Participation (10% of final grade)

Students are expected to participate in the class through regular attendance, according to the College Attendance Policy (<http://www.tcnj.edu/~recreg/policies/attendance.html>).

The material presented in this course is best understood in an interactive environment with lively discussions and experience sharing. Class participation consists of in class contributions to discussion and class attendance.

- a. **Your constructive contributions to class discussions** and your ability to listen to others are important elements of the class. In order to achieve this environment and to meet the learning goals, students are expected to participate in active discussion, debate, and problem solving. I may at times “cold call” students to solicit contributions and participations to enhance class discussions. You should note that it is both the **quality AND quantity** of your participation that counts. In addition, throughout the semester, there will be numerous interactive exercises and decision-making activities in class. Your active participation in these activities will also count towards your class participation grade.
- b. **Students are expected to attend and to come on time to all classes.** Please note that material not contained in your textbook will be covered during class meetings and you are responsible for such material if you have to miss a class. In the instance that you must arrive late or miss a class for legitimate reasons, you are expected to e-mail me ahead of time.

#### IV. ACADEMIC INTEGRITY

All students at The College of New Jersey are bound by the conditions and statements of the Academic Integrity Policy (<http://www.tcnj.edu/~academic/policy/integrity.html>). I am also bound to report any unethical behavior or evidence of dishonesty in this course. Please refer to the honor system for specifics on the proper conduct.

#### V. STUDENTS WITH DISABILITIES

The College of New Jersey is committed to a policy of reasonable accommodation and services to persons with disabilities. Any student with special needs must bring this to my attention as soon as possible with written documentation, but not later than the second week of class. Please read the College ADA Policy for further details (<http://www.tcnj.edu/~affirm/ada.html>).

#### Syllabus Changes

On occasion, it may be necessary to make changes to the syllabus throughout the semester. If deemed necessary, any changes made will be posted to the class website and communicated to the class in advance.

## COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENTS	READINGS
<b>Week 1</b>			
Tu. 08/31	<b>Introduction</b> Getting to know each other Overview of course requirements		
F. 09/03	<b>What is Organizational Behavior?</b> Organizational excellence	<b><u>Due:</u> Bio Sheet</b>	Chapter 1
<b>Week 2</b>			
Tu. 09/07	<b>NO CLASS – MONDAY SCHEDULE</b>		
F. 09/10	<b>Individual Behavior in Organizations: Managing People</b> In class exercises/cases		<i>“What great managers do”</i> - Buckingham (HBR)
<b>Week 3</b>			
Tu. 09/14	<b>Attitudes and Job Satisfaction</b> In class exercises/cases		Chapter 3
F. 09/17	<b>Perception in Organizations</b> <i>“Bomb Shelter” exercise*</i> In class cases		Chapter 6: p. 167-175
<b>Week 4</b>			
Tu. 09/21	<b>Individual Decision Making (I)</b> In class exercises/cases	<b><u>Due:</u> Reflection Paper #1</b> (on “Bomb Shelter” exercise)	Chapter 6: p. 175-186 <i>“The hidden traps in decision making”</i> – Hammond et al. (HBR)
F. 09/24	<b>Individual Decision Making (II)</b> In class exercises/cases		Chapter 6: p. 186-192 <i>“How (un)ethical are you?”</i> – Banaji et al. (HBR)
<b>Week 5</b>			
Tu. 09/28	<b>Creativity in Organizations</b> In class exercises/cases “The Deep Dive” Video Case		<i>“The IDEO difference”</i> - Fredman (Hemispheres)
F. 10/01	<b>Motivation (I): Goal Setting, Expectancy Theory and Equity Theory</b> In class exercises/cases		Chapter 7
<b>Week 6</b>			

DATE	TOPIC	ASSIGNMENTS	READINGS
Tu. 10/05	<b>Motivation (II): Job Design</b> <i>Job Diagnostic exercise</i>		Chapter 8: p. 241-253
F. 10/08	<b>Motivation (III): Rewards</b> In class exercises/cases		Chapter 8: p. 254-265 “Six dangerous myths about pay” - Pfeffer (HBR)
Week 7			
Tu. 10/12	<b>Midterm Exam Review</b>		
F. 10/15	<b><u>MIDTERM EXAM</u></b>		
Week 8			
Tu. 10/19	<b>FALL BREAK - NO CLASS</b>		
F. 10/22	<b>Time reserved to work on your RBS assignment in class. I will be happy to answer any questions about the assignment and provide feedback.</b>		
Week 9			
Tu. 10/26	<b>Designing Effective Teams (I)</b> In class exercises/cases		“Why dream teams fail” - Colvin (Fortune)
F. 10/29	<b>Designing Effective Teams (II)</b> “Murder One” exercise*		Chapter 9: p. 275-294 Chapter 10: p. 318-332
Week 10			
Tu. 11/02	<b>Team Decision Making</b> “Lost at Sea” exercise	<b><u>Due: Reflection Paper #2</u></b> (on “Murder One” exercise)	Chapter 9: p. 294-303
F. 11/05	<b>Creativity in Teams</b> In class exercises/cases		“How Pixar fosters collective creativity” – Catmull (HBR)
Week 11			
Tu. 11/09	<b>Communication in Organizations</b> “One Way-Two Way” & “Cross-cultural communication” exercises		Chapter 11 “The power of talk: Who gets heard and why” - Tannen (HBR)
F. 11/12	<b>Conflict and Negotiation (I)</b> Negotiation exercise		Chapter 14: p. 453-465 “How management teams can have a good fight” – Eisenhardt et al. (HBR)

DATE	TOPIC	ASSIGNMENTS	READINGS
Week 12			
Tu. 11/16	<b>Conflict and Negotiation (II)</b> <i>Negotiation exercise</i>		Chapter 14: p. 465-478
F. 11/19	<b>Contemporary Issues in Leadership</b> In class exercises/cases		Chapter 12: p. 375-377 & 387-406 “Why should anyone be led by you?” – Goffee & Jones (HBR)
Week 13			
Tu. 11/23	<b>Power &amp; Influence</b> <i>Influence role plays</i> In class cases		Chapter 13: p. 419-428 “The necessary art of persuasion” – Conger (HBR)
F. 11/26	<b>Organizational Culture</b> “Cultural Detectives” exercise & Diagnosing corporate culture In class cases		Chapter 16 “What it means to work here” – Erickson & Gratton (HBR)
Week 14			
Tu. 11/30	<b>Organizational Change</b> In class exercises/cases		Chapter 18: p. 589-606
F. 12/03	<b>Time reserved to work on your RBS assignment in class.</b>		
Week 15			
Tu. 12/07	<b>Managing Yourself: Building on Your Strengths and the Strengths of Others</b> Reflected Best Self discussion & wrap-up	<b><u>Due:</u> Reflected Best Self Assignment (by 12:00pm)</b>	
F. 12/10	<b>Final Exam Review &amp; Course Wrap-up</b>		
December 15 - 21			
Date TBA	<b><u>FINAL EXAM</u></b>		

**Note:**

See SOCS website to access all readings not in the textbook (HBR, Fortune, and other articles).  
HBR: Harvard Business Review