MGMT 5920  
Organizational Behavior  
Spring Semester 2008  
12:30-1:45 Tues / Thurs

Professor and Contact Information

Professor: Dr. Olivia A. O’Neill  
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Phone: (706) 542-3741

Office Hours: Wednesdays 2-4, or by appointment

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Course Materials


*Note:* Used copies of the 4th ed. may still be available at the bookstore or on the internet. You are welcome to use this edition and supplement material from the 5th edition whenever necessary. However, it is your responsibility to check where the textbook material does and does not overlap.

Course Website: https://webct.uga.edu/  
Please contact the EITS Help Desk (542-3106) if you have problems.

Prentice Hall Website:  
http://wps.prenhall.com/bp_george_uamob_5/ (5th ed.)  
*It is highly recommended that you visit these sites regularly.* Many of exercises for daily assignments are found there. You will also find study guides, sample examinations with immediate scoring and other exercises useful to mastering the material.

Course Description

The objective of MGMT5920 is to provide an understanding of the structure and function of human behavior in organizations. We will explore the behavioral influences impacting productivity, organizational effectiveness, and efficiency. We will look at such topics as
perception, motivation, negotiation, decision-making, communication, job design, and group behavior, as well as explore a variety of other topics as they relate to the administrative process, including power, politics, and organizational culture. This course is unusual compared to many of the other business courses. You will have to make a conscious effort to understand the people around you and to use the theories and research findings within OB to strengthen that understanding. As many of you will experience, it is not the same thing as adapting a finance, economics, and accounting or production model learned in a class to your personal needs. This course introduces a number of topics to help guide and reshape your "common sense" regarding people. It is through this process that the course becomes practical.

The academic side of the course is balanced with the practical side. Academically, a lecture format is used to present classic theories that have shaped the field as well as emerging and current research trends. On the practical side, an effort is made to provide you with the skills to diagnose and implement solutions for organizational problems. The latter is achieved by drawing on our experiences, and as such, a number of in-class exercises will be used.

Class attendance is very important. Although there is overlap between lecture and text, you will need to take a great deal of notes on the supplemental research, case studies, and exercise “take-aways” discussed in class. In addition, you are responsible for all material in the textbook regardless of whether or not I directly lectured on it.

**Course Requirements**

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>20% (15% if taking cumulative final)</td>
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<tr>
<td>Second Exam</td>
<td>24% (19% if taking cumulative final)</td>
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<tr>
<td>Third Exam</td>
<td>16% (11% if taking cumulative final)</td>
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<tr>
<td>Pop Quizzes</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<td>Team Project</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Final course grades in this course will be assigned strictly in accordance with the following guidelines.

If your final point total ranges from... . . .

1. 100 to 95.50, then you’ve earned an “A.”
2. 95.499999 to 89.5, then you’ve earned an “A-.”
3. 89.499999 to 86.5, then you’ve earned a “B+.”
4. 86.499999 to 82.5, then you’ve earned a “B.”
5. 82.499999 to 79.5, then you’ve earned a “B-.”
6. 79.999999 to 76.5, then you’ve earned a “C+.”
7. 76.499999 to 72.5, then you’ve earned a “C.”
8. 72.499999 to 69.5, then you’ve earned a “C-.”
9. 69.499999 to 59.5, then you’ve earned a “D.”
10. 59.499999 to 0, then you’ve earned an “F.”
The following is the official UGA response to the letter grade assignment process. “There is no grading scale assigned to each grade at the University level. The grading scale is the responsibility of the instructor, as is the case with the present grading system.”

Examinations (60%). Please see the schedule below for the dates and times of each examination. Examinations are a combination of multiple choice and short answer questions. Questions will come from both the textbook and the classroom material.

Pop Quizzes (10%). To encourage you to come prepared to class, I will administer several pop quizzes at random intervals throughout the semester. These quizzes will cover the material discussed in class the day before the quiz and/or material you were expected to prepare for that day’s class.

Participation (15%). Participation points will be used to reflect points my judgment of class participation as well as your classmates’ evaluations of your participation throughout the semester. Peer nominations will be collected at the end of the semester. Several factors will affect my evaluation of your participation. These factors include but are not limited to: (1) the frequency with which participate in class and the insight you provide in your questions and answers, (2) your ability to complete assignments correctly and submit them on-time, and (3) attendance for final presentations. There will be many different opportunities to participate throughout the semester. To reiterate: Completion of required assignments and attendance for final presentations are mandatory and will be factored into your participation grade.

Team Project (15%). You are free to form yourselves into 5-6 person teams. All teams must be formed and submitted to me in writing by 1/15/08 at the latest. Students who do not have a team assignment by that date will be randomly assigned to teams. You have three options for the team project.

Option 1: This option depends on there being one of you in the team who recently has had a very pleasant or at the other extreme, a very unpleasant set of experiences in some organization. It doesn’t matter if it is a “work” organization. The key factor is that it is an organization in which people have roles, there is a hierarchy and reporting structure, and there are implications to the decisions and actions made by the people in those roles. Your team’s job is to analyze that situation and write a case about it using the concepts in the textbook and discussed in class. You must also write a set of conclusions as to what you see as remedies to the situation if it was unpleasant. If it was a pleasant situation, the conclusions should focus on how you might “package” this together and sell it as an intervention. A significant aspect in my evaluation of your case is that you conducted original research through interviews and analysis of archival data and explicitly tied the information you obtain to concepts from the textbook.

Option 2: Empirical research is an important part of the learning process. It is through empirical research that we develop new and innovative insights for understanding and managing the behavior of individuals and groups. This project option will involve your team developing a research question on an OB topic and designing a study to answer that question empirically. The project will involve collecting and analyzing original data collected by your group or obtained from a publicly available database. Most statistical analyses can be done in Excel, though you
are welcome to experiment with other statistical programs such as SPSS. A significant aspect in my evaluation of your case is how you conceptualize your research question and how it expands upon OB textbook concepts. In addition, you will be expected to explain how your addressing your research would add value to an organization.

Option 3: A great way to learn to develop your organizational behavior skills is to have to teach them to others. This option requires you to develop a participative exercise which could be used to teach a skill that you learned about in organizational behavior, designed for use either in a course such as this or a corporate training program. Groups who choose this option will run their exercise on the remainder of your classmates, and hand in a paper which describes the exercise, the skills it intends to develop, why that skill is critical to effective organizational behavior, and a description of how the exercise may be run in a classroom or leadership development program. Group who choose this option will have 30 minutes to run the exercise in class. Please let me know well ahead of time if you need extra facilities, such as extra rooms or space. Your paper should provide a comprehensive guide such that someone who has never seen your exercise in action could implement and debrief it in a classroom setting. The paper should also clearly explain how the exercise relates to organizational behavior and the skills necessary for effective management.

Your teams must let me know in writing by 1/31/08 which option you are going to undertake and submit a written description your project for approval. There is no switching of options after this point.

Please attend to the following! The grade assigned to the project is assigned to each member of the team. While the team projects percentage points here are technically points to be given to all team members, we are very aware of the “social loafing” behavior of some students. Hence, I will be providing a team performance evaluation system that each team member must complete on all of his/her team members (no self evaluations are allowed). If, for example, your team project percentage points are 20 out of 20, but you receive an average performance evaluation of 80 percent from your team members, you as an individual will then only get 16 out of those 20 points (20 times .80). If your team project points were only 15 out of the 20, then the 80 average evaluation means that you would only see 12 (15 times .80) of those points.

The evaluation form may be downloaded from the WebCT website. This evaluation is confidential. Your constructive feedback is crucial for the personal and professional development of your classmates, thus, it is imperative that your ratings reflect your honest opinions.

A hard copy of the final paper must be submitted to me in double-spaced format with 1-inch margins all the way around. Length should be no more than 10 pages (not including references, tables, and appendices). Please use Times New Roman 12 pt. font. Do not include cover pages. Clip art and company photographs are strictly prohibited anywhere throughout the document.

All papers are due at the same time at the beginning of class of the first day of presentations (see the schedule below).
Attendance and Makeup Policy

Class attendance is essential given the amount of lecture material that is not in your textbook and the in-class exercises that we will complete throughout the term. Due to the large size of the class, however, attendance will not be calculated as part of your final grade. One exception is final presentation days. Attendance for these sessions is mandatory and will be factored into your participation grade.

Out of respect for your classmates, please don’t enter the classroom after I have begun the class.

If a student misses a class, substitute exercises will not be offered for activities that were missed during the missed class. If a student cannot take an examination for legitimate reasons, s/he should contact the professor prior to the exam or as soon after the examination as possible. It is the responsibility of the student to provide evidence of a legitimate reason for missing an examination. Among the legitimate reasons are: (a) an illness treated by a physician who will put in writing that you were too ill to take it on that day; (b) a death in the family; and (c) an accident that prevented your attendance at the scheduled time. Written documentation of the reason is required from an authority. If a legitimate reason is provided, a make-up examination will be provided on the same day as the final exam. If a legitimate excuse cannot be provided, the student will receive a zero (0) for the missed examination.

Academic Infractions

All academic infractions (plagiarism, cheating on examinations, etc.) will be dealt with according to the academic honesty policy and procedures published in the university and college catalogs. If a student is found guilty of academic dishonesty in this class, the student will receive an “F” for the course regardless of their academic status and standing at the university.

Cell phones

Your cell phones must be turned off or silenced during class. If a cell phone rings in class, you have three options: 1) leave the room immediately and be marked absent for that day, or 2) answer the phone and incorporate the topic being discussed in class into your conversation, or 3) hand the phone over to Dr. O’Neill to answer.

Laptops

Laptops are permitted in class for note taking purposes only. Emailing, instant messaging, and internet surfing are strictly prohibited. Because these activities are distracting and disrespectful to your classmates and your professor, I reserve the right to approach you in class without notification and warning, and to see what else you have opened on your laptop. If there is anything other than PowerPoint or Word open along your toolbar, you will be asked to leave the room, and will be marked absent for that day.
SCHEDULE

Please note that the following schedule is subject to change at the discretion of the professor, department, college and university.

CLASS 1 (Tuesday 1/8)
- Overview of course and syllabus
- Team formation and other administrative business

Chapter 1: Introduction to Organizational Behavior

CLASS 2 (Thursday 1/10)
- Demonstration and lecture on behavioral research

For next class:
- Complete the following online and paper-and-pencil personality assessments: (1) Big Five: http://www.outofservice.com/bigfive/, (2) PANAS, (3) locus of control, (4) tolerance of ambiguity, (5) self-monitoring assessment (Figure 2.9), and (6) emotional intelligence (Figure 2.12). Score your responses and bring a summary of your results to class.

Chapter 2: Individual Differences: Personality and Ability

CLASS 3 (Tuesday 1/15)
- Lecture on personality (Chapter 2)
- Team Activity (20 minutes): Each person shares personality profile and summary with other teammates, and summarizes for them the “key points.”
- During this one person takes scores and summarizes them for team as a whole; that is, high and low score in each category, where the team is most homogeneous, least homogeneous
- Spend no more than 5 minutes predicting how well your team is going to work together and why; you will be presenting this to the class as a whole.

Chapter 3: Work Values, Attitudes, Moods, and Emotions

CLASS 4 (Thursday 1/17)
- Lecture on values, attitudes, moods, and emotions (Chapter 3)
- Demonstration of differences between trait affect, mood, and emotions

For next class:
- Read Stanford GSB case L-7 “Brian NeSmith” (Blue Coat Systems)
- Read Stanford GSB case L-8 “Gene Kohn” (KPF)

CLASS 5 (Tuesday 1/22)
- Watch & discuss “Rude Engineer” segment of Brian NeSmith interview video
• Watch & discuss “Heir succession” segment of Gene Kohn interview video
• Debrief

Chapter 4: Perception, Attribution, and the Management of Diversity

CLASS 6 (Thursday 1/24)
• Lecture on perception and attribution (Chapter 4)
• Demonstration of perception and attribution effects

For next class:
✓ Review “Gene Kohn” case introduction. Be prepared to discuss the following questions:
  • How would you describe the business or working culture in the United States?
  • How might it differ from the business culture in Japan?

CLASS 7 (Tuesday 1/29)
• Watch & discuss remainder of Gene Kohn interview case video

Chapter 5: Learning and Creativity

CLASS 8 (Thursday 1/31)
• Lecture on learning and creativity (Chapter 5)

CLASS 9 (Tuesday 2/5)
• Case study: IDEO
• Nightline video: “The Deep Dive” (IDEO)

CLASS 10 (Thursday 2/7)
• EXAM 1 – CHAPTERS 1-5

Chapter 6: The Nature of Work Motivation

CLASS 11 (Tuesday 2/12)
• Lecture on work motivation (Chapter 6)
• Watch & discuss Student Advantage case video

Chapter 7: Creating a Motivating Work Setting

CLASS 12 (Thursday 2/14)
• Lecture on creating a motivating work setting (Chapter 7)

For next class:
✓ Think of the worst job you ever had. Complete the Job Diagnostic Survey (Exhibit 7.2, pp. 218-220). Calculate the Motivating Potential Score and analyze the job. Given the topics presented in today’s lecture, how would you redesign
the job to make it more satisfying and appealing? Write a 2-paragraph
description of your analysis.
✓ Review Stanford GSB case L-7 “Brian NeSmith”
✓ Prepare to discuss the following:
  • Blue Coat Systems plans to layoff two-thirds of its workforce. Imagine you
    are hired as a consultant to help NeSmith manage the layoff. Based on what
    we’ve learned about creating a motivating workplace, what would you
    recommend to NeSmith? What type of reactions should NeSmith anticipate
    from employees?

CLASS 13 (Tuesday 2/19)
• Discuss designing motivating jobs exercise
• Watch & discuss Kinetics Inc. case video
• Watch & discuss Brian NeSmith video

For next class:
✓ Read Fast Company article “Where are the Women?” Feb. 2004
✓ Read Business 2.0 article “When Women Race to the Top” 1/15/03
✓ Read NY Times article “The Opt-Out Revolution” 10/26/03

Chapters 8 & 9: Careers, Stress, and Work-Life Balance

CLASS 14 (Thursday 2/21)
• Lecture on work-life balance and careers (“Careers” from Chap. 8 & all of Chapter 9)

CLASS 15 (Tuesday 2/26)
• Lecture on stress and coping (Chapter 9)

Chapters 10 & 11: Teams & Work Groups

CLASS 16 (Thursday 2/28)
• Lecture on teams & work groups (Chapter 10 & Chapter 11)

CLASS 17 (Tuesday 3/4)
• EXAM 2 – CHAPTERS 6-11

For next class:
✓ Read Stanford GSB case L-2 “John Abbott”
✓ Prepare to discuss the following:
  • What message do you think Abbott should convey to the Journal’s
    employees? How should he introduce himself?
  • What type of reactions should Abbott anticipate from employees?
Chapters 17: Organizational Culture & Ethical Behavior

CLASS 18 (Thursday 3/6)
- Lecture on organizational culture & ethical behavior (Skim Chapter 17 and portions of Chapter 10)
- Watch & discuss John Abbott (Yoga, Inc.) interview video

*** SPRING BREAK: No class Tuesday 3/11 or Thursday 3/13***

For next class:
- Read Harvard case “Southwest Airlines” and be prepared to answer the following questions:
  - Why is Southwest a success?
  - How is the culture managed?

CLASS 19 (Tuesday 3/18)
- Discuss Southwest Case

For next class:
- Carefully read instructions for the “New Recruit” exercise. Complete strategy sheet.

Conflict and Negotiation (Part I)

CLASS 20 (Thursday 3/20)
- Choose a partner whose packet is a different color from yours. Choose someone who is not in your case group.
- Complete “New Recruit” exercise in dyads
- Debrief

Chapter 13: Power, Politics, Conflict, & Negotiation (Part II)

CLASS 21 (Tuesday 3/25)
- Lecture on negotiation

For next class:
- Complete the “Survey of Network Ties”

CLASS 22 (Thursday 3/27)
- Lecture on power and politics (Chapter 13).

Chapter 14: Communication in Organizations

CLASS 23 (Tuesday 4/1)
- Lecture on communication in organizations (Chapter 14)
• Show Tannen 20/20 video “He Says She Says.”
• Demonstration of class network
• Lecture on network analysis

Chapter 15: Decision Making and Organizational Learning

CLASS 24 (Thursday 4/3)
• Lecture on decision making (Chapter 15)
• Demonstration of decision making biases

CLASS 25 (Tuesday 4/8)
• EXAM 3 – CHAPTERS 17, 13-15

CLASS 26 (Thursday 4/10)
• Case presentations

CLASS 27 (Tuesday 4/15)
• Case presentations

CLASS 28 (Thursday 4/17)
• Case presentations

CLASS 29 (Tuesday 4/22)
• Case presentations

CLASS 30 (Thursday 4/24)
• Class wrap-up and Evaluations

OPTIONAL FINAL EXAM (Tuesday, 5/6 12pm-3pm) – If you wish to take this cumulative examination, you must let me know in writing by class time Thursday, 4/24/08. It will be weighted as 15% of your final course grade, and the other three examinations will be weighted as noted above. The exam will contain between 150 to 180 exam questions covering all of the material in class.