



# MN 325.51: Organizational Behavior and Management

Semester: SUMMER 2015

## PROFESSOR INFORMATION

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## CLASS INFORMATION

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Class Dates: June 15- July 16

Class Room: ONLINE

Office Hours: Available upon request in person or virtually. Please feel free to email or call me to schedule a convenient time.

## COURSE DESCRIPTION

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This course is a foundation course in the field of business. It is designed to introduce you to human behavior within organizations and to cultivate an appreciation for individual, group, and organizational processes in organizational functioning. We will discuss concepts, theories, and research in areas such as attitudes, personality, groups/teams, leadership and motivation as a basis for understanding and predicting employee behavior. More importantly, you will learn how these theories and concepts can be applied to management and leadership issues in an effort to help organizations function in the most effective, efficient and humane manner.

## COURSE MATERIALS

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Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2013). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. (3<sup>rd</sup> Ed.) McGraw-Hill/Irwin, NY,NY.

Also note that the publisher for this book provides a variety of resources intended to aid student learning on the book's companion website:

[http://higherred.mcgraw-hill.com/sites/0078137179/student\\_view0/](http://higherred.mcgraw-hill.com/sites/0078137179/student_view0/)

## COURSE SCHEDULE

<b>DATES</b>	<b>MODULES</b>	<b>ACTIVITIES</b>	<b>SELF-ASSESSMENT</b>	<b>ASSIGNMENT DUE</b>
Week 1: 6/15-6/21	Introduction 1: Intro to course 2: Into to OB (ch 1) 3: Job performance (ch 2) 4: Org. Commitment (ch 3) 5: Job satisfaction (ch 4)	<ul style="list-style-type: none"> <li>• Discussion Board 1: Job characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Pg. 22: Introspective</li> <li>• Pg. 40: Helping</li> </ul>	Quiz 1 (due at 11pm on 6/21)
Week 2: 6/22-6/28	Chapter 5: Stress and Burnout Chapter 6: Motivation Chapter 7: Trust and Justice Chapter 8: Learning and Decision making	<ul style="list-style-type: none"> <li>• Discussion Board 2: Work Life Balance</li> <li>• Discussion Board 3: Motivating students</li> <li>• Watch: Monkey Motivation video</li> </ul>	<ul style="list-style-type: none"> <li>• Pg. 142 Type A</li> <li>• Pg. 171: Meaning of money</li> <li>• Pg.203:Trust propensity</li> </ul>	Quiz 2 (due 6/28 @ 11pm)
Week 3: 6/29-7/5	Chapter 9: Personality and Cultural values Chapter 10: Ability Chapter 11: Team Characteristics Chapter 12: Team processes	<ul style="list-style-type: none"> <li>• Discussion Board 4: Movie character personalities</li> <li>• Watch: <ol style="list-style-type: none"> <li>1. Ted Talks “The power of Introverts”</li> <li>2. Watch: NASA Challenger</li> <li>3. Asch’s line Conformity</li> <li>4. Airline crews at NASCAR</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Pg. 274: The Big 5</li> <li>• Pg. 325: Emotional Intelligence</li> <li>• Pg. 428: Political Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 3 (due 7/5 @ 11pm)</li> <li>• Self-assessment Essay (due 7/5 @ 11pm)</li> </ul>
Week 4: 7/6-7/12	Chapter 13/14: Leadership Chapter 16: Organizational culture	<ul style="list-style-type: none"> <li>• Discussion Board 5: Culture at JCU</li> <li>• Watch: Milgram’s lab Experiments</li> </ul>		Movie analysis (due 7/12 @ 11pm)
Week 5: 7/13-7/16	Final Exam Review	<ul style="list-style-type: none"> <li>• Discussion Board 6: Current event article</li> </ul>		Final exam (Open Th. 7/16 5pm-11pm- <i>you have 90 minutes to complete the exam</i> )

## COURSE POLICIES

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1. **Preparation-** Read the assigned material prior to its assigned date. Be sure to turn in your work on time; extensions will not be granted without penalty. The failure to submit a graded assignment when due will result in a score of 0 points for that assignment.
2. **Contribution-** You need participate in discussion boards to earn a good grade; 12.5% of your total grade is based on contribution. This grade reflects the quality of your contribution, not the number of times you post something.
3. **Disability.** Anyone needing special accommodation because of a disability or other unique circumstances should notify me within the first week of class. Students with special needs are responsible for making me aware of their situation so that I can accommodate your needs. This information will be treated confidentially.
  - In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact services for students with disabilities at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are never retroactive so students are encouraged to register early in the semester.
4. **Performance Concerns.** I encourage you to contact me if you are experiencing any difficulty with this course as soon as those concerns arise. I will try to help you improve your performance in the course, but you must take the initiative to ask for help. Do not approach me during the last week of the semester looking for extra points; the time to accumulate points is during the semester, not at the end of the semester.
5. **Grade Appeals.** If you believe an assignment grade is incorrect, you may submit a written appeal (email is fine) within one week of when the grade is returned to you. Your appeal should contain (a) a clear identification of what you are appealing and (b) an explanation of why you think the assigned grade was incorrect, including support for that position. Note that for multiple choice questions, it is not enough to demonstrate that the answer you selected could be considered correct; it must be demonstrated that the selected answer is the best answer to the question. I reserve the right to re-grade the entire assignment if need be.
6. **Diversity Statement.** John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives. The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability. Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity

and inclusion and sending the message that bias-related acts will not be tolerated. “Bias” is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person’s identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability.

All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>. Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at [tmills@jcu.edu](mailto:tmills@jcu.edu) or (216) 397-4455. For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.

**7. Academic Misconduct.** I treat academic integrity issues very seriously. Academic misconduct and dishonesty will not be tolerated. Suspicion of academic misconduct will be acted upon in accordance with John Carroll University's policies and procedures for academic dishonesty and will result in appropriate disciplinary action. Please refer to the aforementioned policies and procedures at:

<http://www.jcu.edu/undergraduatebulletin/academics/policies/policies4.htm>

- The minimum penalty for academic dishonesty (e.g., cheating, plagiarism) in this class will be an F (zero points) for the related test or assignment.
- More severe penalties may also apply. The incident will also be reported to the BSOB Dean’s Office. The *John Carroll University Community Standards Manual* states:
  - Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.
  - All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged properly. (p. 14)
  - Accordingly, graded assignments at the individual level (e.g., exams) should only reflect that individual’s work. Similarly, graded assignments at the team level (e.g., team reports) should only reflect that team’s work.

## ONLINE COURSE INFORMATION

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Course syllabi, grades, quizzes, powerpoints and other information will be available on the *Canvas* site for this course. Let me know if you have any problems accessing the page for this course. Make sure to check this site early and often because it is where announcements and all other communications will be posted. Course emails will also be sent using this so make sure you check your email associated with this site or have your email forwarded to an account you check regularly. You are also encouraged to follow your professor (@ProfDachner) on Twitter to gain access to news articles and current research relevant to this class.

## GRADING

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### Grading for this course will be based on the following:

3 online quizzes	30 points (10 points each)
Final Exam	70 points
Movie analysis	50 points
Self-Assessment Essay	25 points
<u>Discussion Board Contributions (5 out of 6)</u>	<u>25 points</u>
TOTAL	200 points

### Grade Distribution:

Final grades in this course will be based on the graded components listed above. The following chart shows the percentages used to determine your letter grade. Final grades assigned at the end of the semester are **not** negotiable. Grades are rounded to two decimal places: .924 = A-; .925 = .93 = A, **I do not do any additional rounding at the end of the semester.** Because of the grading system, there will likely be a number of times that a student is just a few points away from the next grade. **There will not be a grade curve, or any other artificial manipulation to adjust your course grade.**

NOTE: Other grades may be assigned as required by the Office of the Registrar (e.g., W, WF, AD, etc.). Also see the *JCU Undergraduate Bulletin*, p. 110.

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
0-62	F

### 3 Online Quizzes- on Canvas (30 points)

These online, multiple choice quizzes are designed to test your knowledge of the fundamentals of organizational behavior from the textbook and lecture. Each quiz will have five questions worth two points each. Many of these questions will be definitional in nature. The purpose of these quizzes are to ensure your understanding of the basic concepts in this field to enhance your performance in class, on exams, and on your presentation. You do not need to take the quiz all in one sitting, there is no time limit except that quizzes are due at 11pm on their assigned due date without exception.

### Final Exam- On Canvas (70 points)

There will be one 70 item multiple choice exam. The questions will be worth 1 point each. The questions will include the material assigned from readings as well as issues highlighted during discussion boards. The purpose of this exam is to test your knowledge of the fundamentals of organizational behavior. These questions will be more sophisticated than the simple definitions asked on quizzes. Questions will be primarily analytical in nature and focus on application of what you have learned. You will have 90 minutes to complete this exam anytime between 5pm and 11 pm on Thursday, July 16<sup>th</sup>.

### Movie Presentation (50 points)

*Movie Analysis.* Organizational behaviors can be observed in many situations. Many movies show interesting characters and demonstrate how these characters influence other individuals, groups and/or organizations. Using organizational behavior concepts and theories you have learned in this course, your assignment is to analyze one of four movies provided by your professor. Presentations should be approximately 10 minutes long and submitted to the instructor as a video. (*See document with specific requirements*)

### Self-Reflection Essay (25 points)

There are a series of OB assessments (brief surveys to complete) in the textbook. You are expected to complete 9 of these assessments throughout the semester (listed in the course schedule). Please pay close attention about how to score the assessments. By completing these surveys you can gain insights about yourself from the theories discovered in the course. Once the final assessment has been completed, you will turn in an assessment report (about 2-3 pages). Page 1 will be a list of your scores on each assessment, pages 2-3 will be a summary of what you learned about yourself and your interpretation of your scores on these surveys. (*See document with specific requirements*)

### Discussion Board Contributions- On Canvas (25 points)

This course requires a great deal of student involvement. There are 6 discussion board topics that will be made available with the corresponding module; students are required to participate in five out of six topics. The topics presented by the instructor are only a starting point for what should be a fruitful discussion. Simply posting an answer to a question does not demonstrate full engagement and participation. Full participation consists of demonstrating that you are prepared for class (i.e., that you have read the assigned material and thought about the issues raised), ask thoughtful questions, and respond respectfully to your peers. As is the case with real world work environments, you are judged not by what you know but by what you contribute. Thus, it is imperative that you be prepared each week and engage in meaningful discussions through the discussion board. Moreover, students will be evaluated on the quality of their comments in class, not the quantity. Quality is judged based on your ability to add substantively to class discussions and your ability to link to others' comments in the class or to advance the class discussion.