

ALBERS SCHOOL OF BUSINESS & ECONOMICS
MGMT 3820 – ORGANIZATIONAL BEHAVIOR
SPRING QUARTER 2018

Section 01: Tuesday & Thursday – 10:15am to 12:20pm
Room: Pigott 304

Course Instructor: Colette Hoption
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Office Room: Pigott 410
Phone number: 206 296 5717

Office Hours: Monday, Wednesday 2 – 3pm; Tuesday, Thursday 12:30 – 1:30pm
or by appointment

Course Description

This is an advanced course that exposes students to essential theories and frameworks for understanding human behavior in a variety of organizations. Topics include motivation, leadership, job design and well-being. The purpose of this course is to provide students with an understanding of how to create and maintain effective organizations using “soft” management interventions.

Course Objectives

- Demonstrate an understanding of the fundamental theories of organizational behavior and the implications of these theories to your real-life experiences (work, life, and service to others);
- Demonstrate an understanding of organizational behavior terminology (i.e., critical concepts/terms/theories, including diversity, motivation, decision making, power, and teams);
- Observe, develop, and practice interpersonal skills, leadership skills, and written communication skills related to organizational life; and
- Develop problem solving and critical thinking skills through the awareness and analysis of recent organizational issues/problems.

Required Texts

Links to readings can be found on Canvas.

Optional textbook:

Scandura, T. A. (2016). *Essentials of Organizational Behavior: An Evidence-Based Approach*.
Thousand Oaks, CA: SAGE.

Grade Distribution

I assign percentages to assignments. I convert the percentages to letter grades at the end of the quarter using the following conversions: A = 93% – 100%; A- = 86% – 92.9%; B+ = 79% – 85.9%; B = 71% – 78.9%; B- = 64% - 70.9%; C+ = 57% - 63.9%; C = 50% – 56.9%; etc.

Course Breakdown

Course Activity	Weight
Final Exam	35%
Midterm	25%
Best Self Exercise (4 parts)	20%
Research Presentation	15%
Group Participation	5%

Use of Technology in Class

I understand that some students use laptops in class to take notes. This is fine as long as the student can resist temptations to email, surf the Internet or instant message! Rarely, I will allow recording devices in class; you need to ask for permission first. Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Finally, cell phones should be switched off or on silent mode throughout the class. **If your phone does accidentally go off, please turn it off immediately, and do not answer the call.** If you absolutely need to keep your phone on, let me know at the start of class. Examples of good reasons for leaving your cell phone on would be child-care commitments, looking after a frail relative, or a close relative is in hospital.

Date	Topic & Readings	Notes/Assignments due
4/3	Introduction to Organizational Behavior	
Organizational Heroes & Scoundrels		
4/5	<ul style="list-style-type: none"> Barling, J., Christie, A., & Hopton C. Leadership. In S. Zedeck et al. (Ed.) <i>Handbook of Industrial and Organizational Psychology</i> (pp. 183 – 240). Collins, J. (2001). Level 5 leadership: The triumph of humility and fierce resolve. <i>Harvard Business Review</i>, 136 – 145. 	
Power & Politics Pt. 1		
4/10	<ul style="list-style-type: none"> Sezer, O., Gino, F. & Norton, M. I. (2018). Humblebragging: A distinct – and ineffective – self-presentation strategy. <i>Journal of Personality and Social Psychology</i>, 114, 52 – 74. Hopton, C., Barling, J. & Turner, N. (2013). “It’s not you, it’s me”: Transformational leadership and self-deprecating humor. <i>Leadership & Organization Development Journal</i>, 34, 4 – 19. 	
Research topic: “Who, Me?” Does it really pay to be humble at work?		
4/12	Mission Day – No class	
Power & Politics Pt. 2		
4/17	<ul style="list-style-type: none"> Chapter 1 from Sutton, R. I. (2007). <i>The No Asshole Rule</i>. New York, NY: Warner. Pinsker, J. (April 30 2015). Wearing a suit makes people think differently. <i>The Atlantic</i>. Pillay, S. (April 2015). Having inside information leads to worse decisions. <i>Harvard Business Review</i>, 2 – 5. 	

Communication

- 4/19
- Vara, V. (July 24, 2015). The push against performance reviews. *The New Yorker*.
 - Heen, S. & Stone, D. (January-February 2014). Find the coaching in criticism. *Harvard Business Review*, 108 – 111.
 - Leary, M. (June 2016). Don't beat yourself up. *Aeon*.
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Personality and Person-Environment Fit

- 4/24
- Shellenbarger, S. (April 1, 2015). The unexpected benefits of being a worrywart at work. *Wall Street Journal*, D1.
 - Chapter 2 from *Essentials of Organizational Behavior: An Evidence-Based Approach*.
 - Chapter 4 from Zander, B. & Zander, R. S. (2000). *The Art of Possibility*. Boston, MA: Harvard Business Review.
- [Best Self Exercise Pt. 1 due](#)
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“Oops”: Perils of Decision-Making

- 4/26
- Garvin, D. A. & Roberto, M. A. (September 2001). What you don't know about making decisions. *Harvard Business Review*, 109 – 116.
 - Hammond, J. S., Keeney, R. L., & Raiffa, H. (January 2006). The hidden traps in decision making. *Harvard Business Review*, 118 – 126.
- [Pay for your HBR Simulation](#)
 - [Bring laptops to class \(if available\)](#)
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“Oops”: Timing is everything

- 5/1
- Tierney, J. (August 17, 2011) Do you suffer from decision fatigue? *New York Times*.
 - Schoemaker, P. J. H. & Gunther, R. E. (June 2006). The wisdom of deliberate mistakes. *Harvard Business Review*, 108 – 115.
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[Research topic: Is perfectionism a strength or a weakness in the workplace?](#)

5/3

Midterm

5/8	<p>Perception & Learning Pt. 1</p> <ul style="list-style-type: none"> Upside of Irrationality¹ – Chapters 3 & 4 	<ul style="list-style-type: none"> *Recommended* date for Best Self Exercise Pt. 2
<p>Research topic: “Me, me, me!” When does narcissism lead to good things in organizations?</p>		
5/10	<p>Perception & Learning Pt. 2</p> <ul style="list-style-type: none"> Banaji, M. R., Bazerman, M. H. & Chugh, D. (December 2003). How (Un)ethical Are You? <i>Harvard Business Review</i>, 56 – 64. Vincent, L. C. & Kouchaki, M. (November 2015). Why creative people are more likely to be dishonest. <i>Harvard Business Review</i>, 2 – 5. 	<ul style="list-style-type: none"> Albers Ethics speaker Bring laptops to class (if available)
<p>Research topic: “Don’t hate me because I’m beautiful”: Do attractive people really have an advantage in the workplace?</p>		
5/15	<p>The “I” in Team</p> <ul style="list-style-type: none"> Chamorro-Premuzic, T. (March 2015). Why group brainstorming is a waste of time. <i>Harvard Business Review</i>. Gino, F. (March 2015). Introverts, extroverts and the complexities of team dynamics. <i>Harvard Business Review</i>, 2 – 5. 	
<p>Research topic: What is it like to be a ‘token’ in the workplace?</p>		
5/17	<p>Working with Others</p> <ul style="list-style-type: none"> Edmondson, A., Bohmer, R., & Pisano, G. (October 2001). Speeding up team learning. <i>Harvard Business Review</i>, 125 – 132. Weiss, J. & Hughes, J. (March 2005). Want collaboration? Accept – and actively manage – conflict. <i>Harvard Business Review</i>, 93 – 101. 	<ul style="list-style-type: none"> Best Self Exercise Pt. 3 due
<p>Research topic: Helping: What’s in it for me?</p>		

¹ Ariely, D. (2011). *The upside of irrationality: The unexpected benefits of defying logic*. New York, NY: Harper Perennial. (Available on Course Reserve)

Motivation through Job Design

- Amabile, T. M. & Kramer, S. J. (May 2011). The power of small wins. *Harvard Business Review*, 71 – 80.
- 5/22
- McGregor, J. (December 31, 2014). The trick to setting goals the right way. *The Washington Post*.
 - Upside of Irrationality – Chapter 2

Research topic: In the face of failure: Why do some of us give up while others persevere?

- 5/24
- Independent Study - Best Self Exercise Wrap-Up
- Best Self Exercise Pt. 4 due
 - Best Self Exercise Portfolio submitted
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“Sorry, not sorry”: Emotions

- 5/29
- Upside of Irrationality – Chapters 5 & 10
- Research topic: Do apologies work? What makes for an effective apology?
- Research topic: Forgiveness, a (better) alternative to revenge?
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5/31

Mock final

6/5

Mock final debrief

Research topic: Power moves: body language in organizational dynamics

Research topic: “Poof!” Magical thinking and superstition in organizations

6/7

Independent Study - Final Exam Article Revealed

6/12

Final Exam at 10 – 11:50am

Academic Dishonesty and Professional Conduct

Academic Integrity

Academic integrity is expected in this class. Academic integrity means that you approach all assignments within the letter and the spirit of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to me. Academic dishonesty, as defined by university policy, will not be tolerated in any form. Activities that constitute academic dishonesty in this course include (but are not limited to): (1) copying text/article passages verbatim or paraphrasing those passages in your paper without referencing the original source (including internet sources); (2) consulting those who have already taken quizzes or completed assignments for MGMT 3000 before you hand in your own work; and (3) working with non-team members on team assignments.

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy: <https://www.seattleu.edu/registrar/Policies.aspx?id=31514>.

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include (but are not limited to) fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. If you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title, and date of publication. You can cite it within your narrative using parentheses to enclose the information or use footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your paper.

The following are some examples of academic dishonesty. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

Exams and Tests

- Impersonating someone in an examination or test.
- Copying from another student, or making information available to another student.
- Submitting a take-home examination written, in whole or in part, by someone else.
- Failing to obey or comply with exam regulations or instructions of a proctor.

Essays and Assignments

- Submitting an essay written, in whole or in part, by some else as one's own. Preparing an essay or assignment for submission by another student.

- Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else, for the purposes of plagiarism.
- Using direct quotations or large sections of paraphrased material without acknowledgement.
- Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.
- Submitting the same piece of work in more than one course without the permission of the instructor(s).
- Unauthorized removal from the library, or deliberate concealment, of library materials.

Official Documents

- Altering transcripts or other official documents relating to student records.
- Misrepresenting one's credentials.
- Creating or altering letters of reference.

Any student who commits such an offence runs the risk of a range of sanctions from receiving a grade of zero on the assignment or receiving a failing grade for the course, subject to my discretion. Additional information can also be found at <http://www.seattleu.edu/library/Inner.aspx?id=22712>.

Accommodations for Students with Disabilities

If you have, or think you may have a disability (including an 'invisible disability' such as a learning disability, chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296 5740. Disability-based adjustments to course expectations can be arranged only through this process.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** oi@seattleu.edu; **phone:** 206.296.2824)