

MGMT 3820 – Organizational Behavior

SYLLABUS AND SCHEDULE | Spring Quarter 2020

Introductory statement of principles

Spring Quarter 2020 is going to be a unique one! We are beginning our quarter in an unexpected and uncertain time. I've designed this class knowing that no one signed up for an online class, learning from home, and mastering new technologies. I've adjusted our class (from its face-to-face version) in terms of class assignments, class expectations, and class materials and resources. And I hope that those changes will help you reap the benefits of online learning and remote instruction. I look forward to working with you this quarter and hope you'll join me in supporting each other through this unprecedented time.

Course description/rationale

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

Course information

Course code: MGMT 3820 - 01
First session: 04.07.2020
Last session: 06.10.2020

Instructor information

Instructor: Colette Hoption
Phone: 206.296.5717
Email: hoptionc@seattleu.edu
Office: Pigott 410

Office hours

I will be on Canvas chat every Tuesday and Thursday from 10:15 - 12:15pm. Anyone in the chat room can read and respond to messages; so, this might be an efficient way to ask and answer questions that multiple people have. If you have a question that is better for a private conversation, feel free to email me or send me a chat message about this and I will follow-up with a Zoom invite.

Learning outcomes

On successful completion of this course (i.e. by *passing* this course), you will be able to

1. 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)
2. Demonstrate an understanding of organizational behavior terminology (i.e., critical concepts/terms/theories, including diversity, motivation, decision making, power, and teams)
3. Observe, develop, and practice interpersonal skills, leadership skills, and written communication skills related to organizational life
4. Develop problem solving and critical thinking skills through the awareness and analysis of recent organizational issues/problems.

Instructional methods

Instructional methods this quarter will mix synchronous and asynchronous learning. Synchronous means we'll all be together at the same time (like to play a Harvard Simulation game), and we'll be doing that using Zoom. You likely tried this out at the end of Winter Quarter, and it can work really well if we have the bandwidth and quiet space. Asynchronous learning happens at a time to suit your schedule, within certain limits (for example, you may need to complete an asynchronous activity before the first class of each week). I've designed some asynchronous activities (e.g., watching slideshow videos) so that you do not get tired of using Zoom and you have more freedom to go through the material at your own pace.

If we discover that any part of our synchronous or asynchronous formats are not working well, then I'll adjust accordingly. Indeed, I will regularly ask for your feedback on how the class format is working for you. Please know that if there are a few unexpected changes this quarter, they are all intended to benefit your education and give you the best experience possible.

Overview of assignments

ASSIGNMENT	RELATIVE VALUE
1. Final Exam	33%
2. Midterm Exam	25%
3. Research Presentation	15%
4. Best-Self Exercise	14%
5. Group Participation	5%
6. Discussions	5%
7. Presentation Feedback	3%

Required readings and materials

There is NO required textbook for this class. But there is one book from which we'll read multiple chapters:

The Upside of Irrationality: The Unexpected Benefits of Defying Logic by Dan Ariely;
(Harper Perennial; ISBN 13: 978-0061995040)

The other readings should be available online and/or through the library database. We'll read much from *Harvard Business Review*.

Recommended resources for additional exploration

If you are looking for a textbook to help with your learning, here is one I would recommend:

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

Academic resources

I encourage you to explore the services below and to work on the assumption that in this quarter, you'll be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth. Check out the advice posted on the SU Orientation to Distance Learning site at

<https://seattleu.instructure.com/courses/1563070/pages/study-habits>.

LIBRARY AND LEARNING COMMONS

<http://www.seattleu.edu/learningcommons/>

WRITING CENTER

Given that the University has moved to online classes for Spring Quarter, the Writing Center is offering online appointments through asynchronous and synchronous options. Please visit

<https://www.seattleu.edu/writingcenter/online-consultations/> to learn more about the online consultations or schedule an appointment through <https://seattleu.mywconline.com>

LEARNING ASSISTANCE PROGRAMS

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. Given that the University has moved to online classes for Spring quarter, LAP will only be offering services remotely. Please visit our website

<https://www.seattleu.edu/learning-assistance/> or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

RESEARCH SERVICES

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

ENGLISH-LANGUAGE LEARNING CENTER (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

ACADEMIC INTEGRITY TUTORIAL

<https://www.seattleu.edu/academic-integrity/resources-for-students/>

General course and university policies

SUPPORT FOR STUDENTS WITH DISABILITIES

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with me during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let me know as soon as possible.

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at DS@seattleu.edu or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. I am committed to working with you, so please do not hesitate to contact me.

NOTICE ON RELIGIOUS ACCOMMODATIONS

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

CLASSROOM NORMS

In my face-to-face classes, here are the norms I encourage students to adopt:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree.

Given our circumstances this quarter, I'll do my best to encourage these same norms whenever we have Zoom sessions and am open to adapting any of these (or even adding more!) to better suit our circumstances.

IF YOU MISS A ZOOM MEETING

If you expect to be absent or to be late to a synchronous session on Zoom, please e-mail me beforehand (or as soon as possible). Similarly, if you're having technical difficulties, send me a message. After class, we can try to figure out what's going on with your connection. Remember to check out the [SU Orientation to Distance Learning](#) to see what tech requirements you might need.

CLASS RECORDING

Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

ACADEMIC POLICIES ON THE REGISTRAR WEBSITE

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar's website:

ACADEMIC INTEGRITY POLICY

ACADEMIC GRADING GRIEVANCE POLICY

Grading procedures and policies

ATTENDANCE AND PARTICIPATION EXPECTATIONS

I would like to see all of you actively participating in class over Zoom (in small- and large-group settings), as well as in any activities or discussions on Canvas. Given our extraordinary circumstances this quarter, there is no attendance grade in this course. Flexibility is key, and my primary goal is to enable you to focus on your learning without worrying about attendance if, for example, a member of your family is unwell and needs your support.

GRADING SCALE

A	100–93	Superior	B–	64-70.9	D+	36-42.9	
A–	86–92.9		C+	57-63.9	D	29-35.9	Poor
B+	79–85.9		C	50-56.9	Adequate	D–	22-28.9
B	71–78.9	Good	C–	43-49.9	F	21.9 or less	Failing

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations must follow the *APA Publication Manual* (7th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so

follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

ASSIGNMENT DEADLINES AND EXTENSIONS

My plan is to return your assignments as soon as possible after you have submitted them. Faster feedback means you're more likely to remember what you wrote and can more easily take the feedback on board for the next assignment. The assignments in this course build on one another, so that feedback process is an important part of the learning.

It would greatly help the learning process if you are able to submit your assignment by the stated deadlines. To help keep yourself on track, I strongly encourage you to plan ahead: Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to block out time in your calendar now so that you know when you will be working on assignments for this course.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Grades Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/redhawk-axis/academic-policies/>

Your workload in this course

You can reasonably expect an average of 10 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Provisional schedule and readings

SESSION [DATE]	PREPARATION	ASSIGNMENTS	TOPICS
#1 [04.06 – 04.12]	<i>Leadership</i> chapter in Handbook of Industrial and Organizational Psychology; Level 5 Leadership; Humblebragging; How to gain power at work; “It’s not you, its me”.	Discussion: Destructive Leadership	Course overview Organizational Heroes & Scoundrels Power & Politics Pt. 1
#2 [04.13 – 04.19]	Chapter 1 from No Asshole Rule; Wearing a Suit Makes People Think Differently; Having Inside Information Leads to Worse Decisions; The Push Against Performance Reviews; Find the Coaching in Criticism; Don’t Beat Yourself Up	Discussion: An Awkward Conversation; Best Self Exercise Pt. 1	Power & Politics Pt 2 Communication
#3 [04.20 – 04.26]	Unexpected benefits of being a worrywart; Chapter 2 from Essentials of Organizational Behavior; Chapter 4 from The Art of Possibility; What You Don’t Know about Making Decisions; Hidden Traps in Decision-Making	Harvard Simulation Game	Personality & Person-Environment Fit “Oops” – The Perils of Decision-Making
#4 [04.27 – 05.03]	Decision Fatigue; The wisdom of deliberate mistakes	Midterm; Research Presentation 1	“Oops”: Timing is Everything
#5 [05.04 – 05.10]	Chapters 3 & 4 from <i>Upside of Irrationality</i> ; How (Un)ethical are you?; Why Creative People are More Likely to be Dishonest	Research Presentation 2 & 3	Perception & Learning Parts 1 & 2
#6 [05.11 – 05.17]	Why Group Brainstorming is a Waste of Time; Introverts, Extroverts, and the Complexities of Team Dynamics; Speeding Up Team Learning; Want collaboration?	Discussion: Teamwork; Research Presentation 4 & 5; Best Self Exercise Pts 2 & 3	The “I” in Team Working With Others
#7 [05.18 – 05.24]	The Power of Small Wins; Chapters 1 & 2 from <i>Upside of Irrationality</i> ; The Trick to Setting Goals the Right Way	Research Presentation 6	Motivation Through Job Design
#8 [05.25 – 05.31]	Chapters 5 & 10 from <i>Upside of Irrationality</i>	Discussion: Revenge; Research Presentation 7 & 8	Sorry, not sorry: Emotions
#9 [06.01 – 06.07]	Final Exam Article	N/A	Wrapping Up
#10 [06.10]	Mock Final Debrief	Final Exam	N/A