



**ALBERS**  
SCHOOL OF BUSINESS  
AND ECONOMICS

# **BRMB 5215-01 ORGANIZATIONAL BEHAVIOR**

*Fall - 2021*  
*Thursday - 9:00-12:00*  
*Chardin 142*

## **Instructor:**

Liesl Bohan, MBA

(425) 985-6214

bohanl@seattleu.edu

Office Hours: Pigott 424, Thursdays 12:15-1:45pm or by appointment

## **COURSE DESCRIPTION**

The course seeks to provide a core understanding of human behavior in organizations. Emphasis is placed on the development of leadership skills, an understanding of team dynamics and an appreciation and theoretical understanding of key organizational behavior issues, as well as practical skills for putting this knowledge to use. Course work will focus primarily on the principles of creating, fostering, and managing effective relationships and topics include self-awareness, communication, feedback, decision making, emotional intelligence, motivation, organization culture, relationship management, teamwork and leadership. This course provides opportunities to apply these theories and to practice and develop important managerial skills. The intent is for these skills to be ones that can be utilized to enhance both professional as well as personal growth and assist students in their development as leaders.

A variety of teaching methods will be used including interactive exercises, discussions, short lectures, a service project, group presentations, and personal reflection activities.

## **COURSE OBJECTIVES**

- Introduce the study of organizational behavior.
- Create a safe, positive classroom environment modeling the dynamics that we study.
- Develop a self-awareness regarding individual preferences, motivators, characteristics, etc., that relate to one's ability to work and manage effectively.
- Place theories of practice into action. Provide opportunities to develop and practice interpersonal skills necessary for managerial success.
- Enhance professional and personal development of self and others.

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### INSTRUCTIONAL METHOD

Education research shows that learning is greatest when a person is actively involved in making sense of new concepts and when they work with others when doing so. We will use this methodology throughout the course, so rather than lectures to build on the readings you have done for each class, during class time you can expect to be engaged in classroom activities, to work in small groups during class and for those groups to change on a regular basis. I hope you find this an engaging and enjoyable approach to learning.

Please note the structure of this class requires students to take a high level of personal responsibility for their own learning and that of others. If you find that you haven't managed to complete the readings before class, you will likely not get as much out of the class discussions and exercises, as we will be discussing and applying the readings each time.

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### COURSE MATERIALS

#### Books -

- **StrengthsFinder 2.0**  
Tom Roth  
2007- Published by Gallup
- **The Five Dysfunctions of a Team**  
Patrick Lencioni  
2012 - Published by Jossey-Bass
- **EQ Primer, 4th Edition**  
Lux, Bohan & Weis  
2018  
(e-files available on canvas)

#### Readings -

- Available Online:
  - Inc: "Google Spent Years Studying Effective Bosses. Now They Teach New Managers These 6 Things"
  - NYT: "What Google Learned From Its Quest to Build the Perfect Team"
  - NYT: "How to Be a Better Listener"
  - WSJ: "Worried About a Difficult Conversation? Here's Advice From a Hostage Negotiator"
  - BBC: "How Elite Teams Increase Their Emotional Intelligence"
  - Inc: "Want to Be Seen as a True Leader? Acquire These 5 Habits"
- **Harvard Business Review (HBR)**
  - HBR: Managing Oneself
  - HBR: Discovering your Authentic Leadership
  - HBR: What You Don't Know About Making Decisions
  - HBR: Active Listening
  - HBR: Employee Motivation
  - HBR: The Leader As Coach
  - HBR: Level 5 Leadership

Link to HBR website to purchase and download:

<https://hbsp.harvard.edu/import/867313>

#### Optional/Suggested Reading:

- **Working with Emotional Intelligence**  
Daniel Goleman

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1998/2006 – Reissue Edition/Bantam Publishing

- **The Culture Map**

Erin Meyer

2014 - Published by PublicAffairs (Perseus Books Group)

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### SCHEDULE

Date	Topic(s)	Readings (Read before class and be prepared to discuss)	Assignments Due (more detail available on Canvas)
<b>Week 1</b>	Course Introduction <ul style="list-style-type: none"> <li>• Teams &amp; Trust</li> </ul>	Inc: Google Spent Years Studying Effective Bosses. Now They Teach New Managers These 6 Things  NYT: What Google Learned From Its Quest to Build the Perfect Team	
<b>Week 2</b>	Managing Yourself <ul style="list-style-type: none"> <li>• Understanding your Strengths (and areas for growth)</li> <li>• Discovering your Passion/Purpose</li> </ul>	HBR: Managing Oneself  Book: Strengths Finders 2.0	<ul style="list-style-type: none"> <li>• Assignment – Strengths/Weaknesses</li> <li>• Assignment – Passions: 10 pictures representing something that inspires you, is important, etc.</li> <li>• Due: RC #1</li> </ul>
<b>Week 3</b>	Managing Yourself & Others <ul style="list-style-type: none"> <li>• Living your Values</li> <li>• Best Manager (coach/teacher/mentor)</li> </ul>	HBR: Discovering Your Authentic Leadership	<ul style="list-style-type: none"> <li>• Assignment – Values worksheet</li> <li>• Due: RC #2</li> </ul>
<b>Week 4</b>	Communication <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Difficult Conversations</li> <li>• Intro to Coaching</li> </ul>	HBR: Active Listening  <a href="#">NYT: How to be a Better Listener</a>  HBR: The Leader As Coach	<ul style="list-style-type: none"> <li>• Assignment - a conversation you need to have.</li> <li>• Due: RC #3</li> </ul>
<b>Week 5</b>	Decision Making <ul style="list-style-type: none"> <li>• Simulation</li> </ul>	<a href="#">HBR: What You Don't Know About Making Decisions</a>	<ul style="list-style-type: none"> <li>• Special Topic Proposal – 1 page summary (due Sunday after class)</li> <li>• Due: RC #4</li> </ul>

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Date	Topic(s)	Readings (Read before class and be prepared to discuss)	Assignments Due (more detail available on Canvas)
<b>Week 6</b>	EQ <ul style="list-style-type: none"> <li>• EQ Quadrants</li> <li>• Conviction/Connection</li> </ul> Special Topic Sessions	EQ Primer  <a href="#">BBC: How Elite Teams Increase Their Emotional Intelligence</a>	<ul style="list-style-type: none"> <li>• Assignment - Online EQ Assessment; bring copy to class</li> <li>• Due - EQ Assessment Analysis</li> <li>• Presentation - ST Group 1</li> </ul>
<b>Week 7</b>	Motivation & Coaching <ul style="list-style-type: none"> <li>• What motivates people?</li> </ul> Special Topic Sessions	HBR: Employee Motivation	<ul style="list-style-type: none"> <li>• Assignment - Fill out motivation sheet, input data to spreadsheet, and bring with you to class</li> <li>• Due: RC#5</li> <li>• Presentation - ST Group 2</li> </ul>
<b>Week 8</b>	No Class – Veteran’s Day	Text: <i>5 Dysfunctions of a Team</i> HBR: Level 5 Leadership Inc: Want to Be Seen as a True Leader? Acquire These 5 Habits	<ul style="list-style-type: none"> <li>• Due: RC#6</li> </ul>
<b>Week 9</b>	Special Topic Sessions		<ul style="list-style-type: none"> <li>• Presentation - ST Groups 3, 4, 5 &amp; 6</li> </ul>
<b>Week 10*</b>	Leadership Special Topic Sessions		<ul style="list-style-type: none"> <li>• Presentation - ST Groups 7, 8 and 9</li> </ul>
<b>Finals*</b>	Application Paper <ul style="list-style-type: none"> <li>• Last Class/Wrap up</li> </ul> <i>Class will meet this day Attendance (virtual) is required</i>		<ul style="list-style-type: none"> <li>• Due - Application Paper</li> </ul>

**\*Week 10 and finals session will be delivered online via zoom**

Additional information on class schedule, readings, assignments, etc. available on Canvas.  
Schedule is subject to revision.

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### COURSE POLICIES

1. **Attendance and Participation** Attendance means prompt arrival at all scheduled class sessions and activities. Participation means visible engagement in your personal learning process as well as that of other students. Please come to class having completed all the assigned material and prepared to actively engage in discussions. If you miss classes, are continually late, and/or leave early, you will lose some or all of your attendance and participation points. If you have concerns about attendance or participation, please let me know.
2. **Use of Electronics** The use of laptops, tablets, smart phones, or other electronic devices during class is not allowed without my express consent. There is to be no recording of lectures without my prior permission. *(Okay – I realize with online delivery this isn't 100% applicable, but I do expect students to be paying attention and not doing something unrelated on their phones).*
3. **Canceled Classes** If the University cancels classes on a regularly scheduled class day, any assignments, presentations, etc. will be due on the next regularly scheduled class. Check Canvas for any updates.
4. **Canvas** This course will utilize Canvas for course materials, assignments, and grades, as well as announcements and any changes to the class. Please check Canvas regularly for course communication.
5. **Student Communication** For this class, you will need to access your CANVAS communications account and to ensure that your classmates and I are able to contact you using the CANVAS course site and your seattleu.edu email account.
6. **Syllabus Changes** If necessary, I will post any updates to the syllabus to Canvas and communicate these to the class in advance.
7. **Assignment Submission** All electronic copies of assignments must be submitted to Canvas on the due date. If you will not be in class, an electronic submission may still be made through Canvas.
8. **Late/Make-up Work** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due (including weekends). No make-up work will be assigned.
9. **Grade Appeals** If you have a concern about a grade on an assignment, and would like me to reconsider, please submit a written appeal to me within one week of receiving the grade. Please outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.
10. **Plagiarism** Plagiarism and cheating are against university policy. Plagiarism or cheating will result in a score of zero for the assignment/paper or a failing grade for the course, subject to my discretion. When referencing the work of others, you must cite the author, title and date of publication.
11. **References and Citations** Please use APA style when formatting your references and citations. Please see the library website for instructions.  
<http://libguides.seattleu.edu/theresearchpath/citeyoursourcesapa>

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12. **Academic Resources** Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills, these services can help you excel in your studies.
  - Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)  
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
13. **Academic Integrity** 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 Integrity Policy. If you are not sure whether a particular action is acceptable according to the Academic Integrity Policy, please check with me before engaging in it.
  - Academic Integrity Tutorial (found on Canvas and SU Online)
14. **Academic Policies on Registrar Website**  
(<https://www.seattleu.edu/redhawk-axis/academic-policies/>)
  - Academic Integrity Policy
  - Academic Grading Grievance Policy
  - Professional Conduct Policy (only for those professional programs to which it applies)
15. **Notice for Students Concerning 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. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.
16. **Notice Regarding 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>)
17. **Office of Institutional Equity**

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



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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: [oiie@seattleu.edu](mailto:oiie@seattleu.edu); phone: 206.296.2824) University Resources and Policies.

### 18. **Health and Safety Protocols**

#### **Safe Start Health Screen**

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

#### **Face coverings**

We will all wear face coverings consistent with SU's COVID-19 Face Covering Policy (or as amended).

#### **Change in Delivery of Instruction**

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

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### EVALUATION AND GRADING

Criteria	% of Grade/Points
<b>Attendance and Participation</b>	11
<b>Assignments for In-class Work 4 @ 2pts, 2 @ 3 pts.</b>	14
<b>Reading Commentaries (RC) 6 @ 5pts each</b>	30
<b>EQ Assessment Analysis</b>	5
<b>Special Topic Session (ST)</b>	15
<b>Application Paper</b>	25
<b>Total</b>	100

#### Grading scale

A	100-94	Exceptional	B-	82-80		D+	69-67
A-	93-90		C+	79-77		D	66-63
B+	89-87		C	76-73	Okay	D-	62-60
B	86-83	Good	C-	72-70		F	below 59

#### Grading is about learning and feedback - to help you with this:

- A = Students has mastered or even exceeded objectives – work is excellent.
- B = Student is working towards mastering objectives – work is good and there are areas for improvement.
- C = Student needs to work toward mastering objectives – more practice, effort and support is needed for student to master objectives and there are significant areas for improvement.
- D/F = Need to look at what isn't working and what can be done on both sides.

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### *Reading Commentaries (RC)*

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For weeks 2, 3, 4, 5, 7 & 8, please prepare a brief written commentary for each of the HBR readings.

Immediately after reading each article, take a few minutes to:

- 1) Summarize the article (five to six sentences maximum).
- 2) Write down your main thoughts/take-aways (please focus the majority of your writing on this).

What are the main points of the article? What did you learn? Do you agree or not agree? Most importantly - what did you think? What are you still thinking about? How does the material relate to your life experiences? Or does it? Can you apply the information going forward?

The reading commentaries should be 1.5 - 2 pages (max) in length, typed and double spaced. Times New Roman, font size 12, normal margins and are due on Canvas before the beginning of the relevant class session.

Percent of Grade: 30%  
(6 reading commentaries – 5% each)

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### *EQ Assessment Analysis*

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Please prepare a brief written analysis of your EQ assessment.

After taking the EQ assessment and reading your report, take a few minutes to:

- Summarize **in your own words** the highlights of the report. According to the assessment, what areas of EQ are you strong in and in what areas do you need work? (four to five sentences maximum).
- Next, write down your main thoughts/take-aways (please focus the majority of your writing on this):

Do you agree or not agree with the assessment? If different from the assessment, in what areas of EQ do you think you are strong and in what areas do you think you need work? Was there anything that surprised you? Or made you rethink something you thought you knew about yourself? How does the material relate to your life experiences? Or does it? Why do you think you are this way? (nature or nurture?) Is there anyone you plan to share your assessment with and why? What are you still thinking about? Is there anything you might want to do with this information going forward?

This assignment should be a minimum of 1 page/maximum of 2 pages in length, typed and double spaced. Times New Roman, font size 12, normal margins and are due on Canvas before the beginning of class.

Percent of Grade: 5%

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### *Special Topic Session (ST)*

*Teaching is the highest form of understanding.*  
— Aristotle

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This is your chance to delve into an Organizational Behavior/Teambuilding/People Management/Leadership subject that you personally would like to learn more about, and then create and facilitate an interactive learning session to share your learning with the other students in this class.

As you explore ways to bring the information to your fellow students, please be creative – how do you personally learn best? How can you present the material in a way that other students will find engaging, and most importantly, will remember it? Please do NOT default to a PowerPoint summary of your topic.

Ideas to consider:

- Links to specific articles for students to read before class for discussion (short please)
- Interactive/experiential exercise
- Role play exercise
- Game
- Simulation
- Current news articles
- Case study for discussion (that your group writes vs. find on HBR)
- Video (maybe even one that you make?)
- Movie clip to emphasize/explain a point
- Other ideas?

Your group will have approximately 30 minutes to lead the class instruction.

Max of 9 teams, 4 students each.

After each teaching session, as a class, we'll spend a few minutes critiquing your team's work and providing real-time feedback. (10 minutes)

I am available if you would like to run an idea by me, get feedback on an outline, etc. Please ask.

#### **Key Dates:**

Class #2: Select team members and set up in Canvas.

Class #4: Submit a one page summary of your proposed special topic facilitation plan for my approval. Due the Sunday after the 4<sup>th</sup> class.

Classes #6, 7, 9 & 10: Group facilitations.

Due 3 days after group presentation: Peer Evaluation and 1-page Reflection (3 pts)

Percent of Grade: 15% + 3% (Reflection & Peer Evaluation)

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*While this is a group project, peer reviews by group members will be conducted and the reviews may influence individual grades.*

### *Application Paper*

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This is a tool for maximizing the learning value of the class, and serves as a means for understanding, articulating, interpreting and relating the learnings to other aspects of your life (transference). The paper should contain reflections on your experiences from the course: class sessions, readings, group work, special topic project, etc., plus explore how your work, personal life, and your relationships may be impacted. Please include how you will apply any learning, insights or new skills that you have acquired. The more concrete and detailed the better, and if/where applicable, reference readings.

This paper should be a minimum of 5 pages (6 max), typed, doubled-spaced in length. Times New Roman, font size 12, normal margins. If it is less than 5 pages, your grade will be adjusted proportionately.

Percent of Grade: 25%