

MAN 5246 ORGANIZATIONAL BEHAVIOR – SECTION 4A63  
MSM 2017 – Summer B

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**Course Overview:**

Organizational behavior is a field of study that aims understand, explain, and improve human behavior in organizations. Most organizations focus their efforts on improving two aspects of human behavior: (1) job performance—the degree to which individuals perform the behaviors needed for the organization to achieve its goals; and (2) organizational commitment—the degree to which employees remain loyal to the organization rather than seeking employment elsewhere. This course will guide you through a model that identifies elements that explain these two aspects of human behavior in organizations.

**Course Readings:**

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2017). *Organizational behavior: Improving performance and commitment in the workplace*. (5<sup>th</sup> edition) Burr Ridge, IL: McGraw-Hill Education Irwin. ISBN 978-1259545092

The book is available in the e-book / smart-book version.

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# 1. Grading

Course grades are assigned on the following basis:

400 – 368	"A"
367 – 334	"A-"
333 – 301	"B+"
300 – 268	"B"
267 – 234	"B-"
233 – 201	"C+"
200 – 168	"C"
167 – 134	"C-"
133 - 101	"D+"
100 – 68	"D"
67 – below	"D-"
0	"E"

Source	Points	Description
<b>Exams I &amp; II</b>	<b>150 (75 p. each)</b>	Exams will be a combination of multiple choice and true/false questions. Exam II will not be cumulative. If missed, exams cannot be made up unless there is an absence approved according to the UF policy.
<b>Team Application Presentation</b>	<b>150 (100 as Internal Team, 50 as External Team)</b>	The Team Application Presentation will assess your ability to apply course knowledge to improve organizational functioning. This project requires your team (Internal Team), in conjunction with another team (External Team), to apply a course topic to solve a key problem in an organization. These presentations will occur during class time, throughout the term. More details are given later in the syllabus.
<b>Group Application Paper</b>	<b>100</b>	The Group Application Paper will also assess your ability to apply course knowledge to improve organizational functioning. The project requires you to describe, and attempt to understand, two individuals in your current or past organization/task experience. One individual should be a particularly effective employee/worker (i.e., high levels of performance and commitment) and the other individual should be a particularly ineffective employee/worker (i.e., low levels of performance and commitment). Your paper will draw on course topics to explain why the individuals “are the way they are”, and how the performance and commitment of the ineffective employee could be improved. More details are given in the syllabus.

There are no extra credit assignments, take-overs, or other supplementary options for improving a course grade. If you have concerns about your performance or course grade, these should be addressed with the instructor as soon as possible. Late assignments will be lowered one point grade for each calendar day the assignment is late.

## **2. Participation**

Each student is responsible for making regular and meaningful contributions to class discussions. Be prepared for each class to participate actively and share your insights. I will ask you to speak if you have not volunteered.

Because class participation is crucial, DO NOT MISS ANY CLASS. Please, let the instructor know, by e-mail, if you will be absent or late for some class.

If you feel that you have some difficulties participating in class discussion, I strongly encourage you to talk to me.

## **3. Team Application Presentation**

The Team Application Presentation will involve two teams who will work in tandem. The presentation is focused on how to use a particular class topic to help solve a problem that an organization is experiencing.

One team will be the *Internal Team* -- an in-house team that has been charged with tackling the issue.

The other team will be the *External Team* -- an external consulting team that has been asked to evaluate and improve the internal team's recommendations.

Teams will be paired, and topics will be assigned every week for the same class day of the week after (i.e.: on Tuesday I'll assign you the topic of team presentation for the next Tuesday – on Thursday I'll assign you the topic of team presentation for the next Thursday). My goal is to give each team the same amount of time in preparing the presentation. The grade of presentation will be communicated by email the same day of the week after the presentation.

The presentations must revolve around one single topic from the relevant chapter. The table below shows the list of potential topics.

Date	Topics	Internal Team #	External Team #
July 6 <sup>th</sup>	<b>Job Satisfaction</b> – Team will be assigned of the following topic/s: Value-percept theory, Job characteristics theory, Mood and emotions	1 - 2	9 – 7
July 11 <sup>th</sup>	<b>Stress &amp; Motivation</b> – Team will be assigned of the following topic/s: Challenge stressors, Hindrance stressors, Type A Behavior Pattern, Expectancy theory, Goal setting theory, Equity theory, Psychological empowerment	3 – 4	12 – 10
July 13 <sup>th</sup>	<b>Trust, Learning &amp; Decision Making</b> – Team will be assigned of the following topic/s: The three types of trust, Methods of learning, Methods of decision making, Decision making problems	5 – 6	11 – 8
July 20 <sup>th</sup>	<b>Personality, Cultural Values, &amp; Ability</b> – Team will be assigned of the following topic/s: The Big Five, Cognitive ability, Emotional ability	7 – 8	1 – 6
July 25 <sup>th</sup>	<b>Teams &amp; Leadership</b> – Team will be assigned of the following topic/s: Team types, Variations within team types, Team interdependence, Power, Leader decision-making styles, Day-to-day leadership behaviors, Transformational leadership	9 – 10	5 – 2
July 27 <sup>th</sup>	<b>Organizational Structure &amp; Culture</b> – Team will be assigned of the following topic/s: Elements of organizational structure, Organizational design, Restructuring, Culture components, General & Specific Culture Types, Maintaining an organizational culture, Changing an organizational culture	11 - 12	4 – 3

The Internal Team will open the presentation with a 20 minute talk, with all Team members presenting.

That talk should include the following sections (please indicate the sections in your Powerpoint slide headings):

1. *The Organization* - Provide *just enough* details on the company/organization you've chosen for the class to understand the problem, and for the External Team to see the merits of the choices made in the project. You can choose a large as well as a small company/organization where you have been working for or have worked for.
2. *The Problem* - Describe, specifically, one problem that the company is struggling with that will serve as the focus of the presentation. Resist the urge to discuss multiple problems -- focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that can be impacted by the relevant topic.
3. *The Topic* - Note the topic that you've assigned, and apply that topic to the problem. Resist the urge to "lecture on" or "teach" the relevant topic to the class (typically, I will have just covered the content before turning it over to the presentation). Instead, describe *very specifically*, how you will apply the topic to tackle the issue at hand. In thinking about how to apply the topic to the problem, the Internal Team should strike a balance between being practical and being bold. Every organization has key constraints that need to be taken into account when designing interventions. Still, the Team should resist the urge to "play it safe", as that tendency often leads to interventions that are ultimately ineffective.

4. *The Recommendations* - Conclude by providing a list of very specific recommendations that flow out of the discussion of the topic and that can help solve the problem. The Internal Team is requested to propose a plan of action steps (i.e. what, how, who) that will apply recommendations.

The External Team will then continue the presentation by having a dialogue with the Internal Team about its choices. The External Team should provide two categories of comments to the Internal Team, as shown below. Each member of the External Team will present three slides, with one comment each, making sure that both categories of comments are covered at some point across the Team. These slides should be placed into the Internal Team's slides so that the transition between Teams is seamless. The External Team time of presentation is 10 minutes.

The two categories of comments include:

1. *Would The Recommendations Work?* - Are there reasons to doubt the effectiveness of the recommendations offered by the Internal Team? If so, why (and which ones)? Do the recommendations strike the right balance of practicality and boldness?

2. *How Could They Be Improved?* - What new and improved recommendations could be offered to solve the problem? Are there recommendations that are perhaps even more bold and effective, without sacrificing practicality?

The most effective presentation will include a clear and insightful presentation by the Internal Team that ends with some "good" recommendations, followed by a contribution from the External Team that raises the discourse to a whole other level by making "good" recommendations into "great" ones. It often takes an external team to come up with "great" recommendations because they are not bound by the cultures and institutions within the particular organization. That level of effectiveness will require some exchange and two-way conversation between the Teams as the project takes shape.

*A member of one of the two Teams should email me ([ob4a63@gmail.com](mailto:ob4a63@gmail.com)) the completed Power Point file and updates references by 5:00pm Eastern time on the day before the class presentation. **The day of the presentation, a member of one of the two Teams will bring to me a paper copy of PP slides.***

Please include names and .ufl email addresses for both Team members on the opening slide(s). Please also avoid the use of handouts--all of your content should be on the slides themselves.

For Internal Teams, project grading will be broken down into 70 points on content (critical thinking according to the theoretical background and the topic assigned) and 30 points on style (team dynamics and communication, additional material such as videos, audios, etc.)

For External Teams, the 50 points project grading will be based on the effectiveness of analysis/comments and improvements of Internal Teams recommendations.

Depending on the number of students enrolled, you are required to form Teams of two-three people each. During the break of first class you will form 12 teams and choose the number of Internal Team presentation you prefer. I'll assign you the number of Internal Team presentation on a first-come first-served basis.

Each Internal Team will prepare a 20 minutes (time limit) professional presentation (with P.P. slides). Each External Team will have 10 minutes (time limit) for comments and improvements.

All members of the teams receive the same grade unless otherwise arranged.

## Team Grading

INTERNAL TEAMS	
Critical thinking / theoretical background	To be assigned 70 points
Team dynamics and additional information / materials (videos, audios, articles, etc.)	To be assigned 30 points
	100 points
EXTERNAL TEAMS	
Effectiveness and improvements	To be assigned 50 points
	50 points

### **4. Group Application Paper**

This paper asks you to use the course topics to understand *why* some workers have high levels of performance and commitment and some workers have low levels of those two OB outcomes. You will focus your paper on two actual coworkers from your current job/task or from a past job/task experience. They can be coworkers of yours or subordinates of yours. The paper should be double-spaced with one-inch margins and should be 2000 words in length (irrespective of any figures, charts, tables, clip art, photos, or graphics), with a margin of error of plus or minus 200 words (please include a word count on your title page). The paper is required to have the following five sections:

1. *The Effective Employee: Some Background* - Describe an employee with high levels of both job performance and organizational commitment (the readings will describe this person as a “Star” employee). Give enough detail that it’s clear why you feel the way you do about this employee, with enough richness that this section “brings the person to life” for the reader.
2. *The Effective Employee: An Explanation* - Drawing on the specific terms introduced in classes, provide an explanation of *why*, in your estimation, this employee has high levels of job performance and organizational commitment. You’ll need to strike a balance between breadth of coverage (i.e., the number of topics discussed) and depth of coverage (i.e., how detailed your use of a given topic is in explaining the employee’s attitudes and behaviors).
3. *The Ineffective Employee: Some Background* - Describe an employee with low levels of both job performance and organizational commitment (the readings will describe this person as an “Apathetic” employee). Give enough detail that it’s clear why you feel the way you do about this employee, with enough richness that this section “brings the person to life” for the reader.
4. *The Ineffective Employee: An Explanation* - Drawing on the topics covered in classes, provide an explanation of *why*, in your estimation, this employee has low levels of job performance and organizational commitment. Again, you’ll need to strike a balance between breadth of coverage (i.e., the number of topics discussed) and depth of coverage (i.e., how detailed your use of a given topic is in explaining the employee’s attitudes and behaviors)
5. *The Ineffective Employee: Some Recommendations* - Flowing out of the topics discussed in the previous section, describe what the top managers or leaders in the company could do, very specifically, to improve the performance and commitment of this

specific employee. Then describe what you, personally, could do to make this employee more effective. Finally, answer the following questions: Is this employee a “problem that cannot be fixed” to some extent? If so, describe what the top managers or leaders in the company should do to avoid similar problems in the future.

Beyond the parameters described above, you are encouraged to bring your own self expression and creativity into the creation of this paper. For example, you might conduct some interviews of the relevant coworkers (or the coworkers’ coworkers), or collect some survey data. As another example, you might conduct some independent research on the practices of some companies to inform your recommendations. *You will email the paper to me ([ob4a63@gmail.com](mailto:ob4a63@gmail.com)), by 5:00pm Eastern time on Monday, July 31<sup>st</sup>. On August 1<sup>st</sup>, in class, you will bring to me a paper copy of the group project according to the following format:*

Cover information: title of your group project, group members’ name with e-mail addresses; designed member/s (1-2) that will present the project during the class (August 4<sup>th</sup>).

Use a 12 point font, double-spaced, 1” all around; write authors’ names and page numbers on the paper; staple papers only. Exhibits (graphs, tables, pictures, etc.) and references are not counted against the word length.

Depending on the number of students enrolled, you are required to form Groups of five-six people each. During the break of first class you will form 5-6 groups.

On August 1<sup>st</sup>, each Team will prepare a 20 minutes (time limit) professional presentation (with P.P. slides).

All members of the teams receive the same grade unless otherwise arranged.

### **Group paper grading**

Use of theoretical background	To be assigned 25 points
Professional style	To be assigned 25 points
Clearness and sharpness	To be assigned 50 points
	100 points

## **5. Midterm and Final Exams**

The Midterm exam will concern chapters 1-2 (only 2.1.-2.2.-2.3.-2.4.-2.5.) – 3 (only 3.1.-3.2.-3.3.-3.4.) – 4 – 5 - 6 - 7 (only 7.1.-7.2.-7.3.) - 8 and include two parts: multiple choice (25 questions – 2 points each) and true/false (25 questions – 1 point each).

The Final exam will concern chapters 9 (only par. 9.1.-9.2.-9.3.) 10-11 (only 11.1.-11.2.) -13-14 (only 14.1.-14.2.-14.3.-14.5.-14.6.) -15-16 and include two parts: multiple choice (25 questions – 2 points each) and true/false (25 questions – 1 point each).

The multiple choice and true/false questions will be drawn from book, lectures, readings, and class activities.

There will be no make-up exam unless there is an absence approved according to the University of Florida Policy.

## **6. ACADEMIC HONESTY**

*It is expected that you will neither participate in nor condone activities such as cheating or plagiarism. Any observed, uncovered or suspected academic misconduct is subject to the appropriate policies and procedures. By placing your names on assignments, you are affirming that the contents are your original work.*

## **7. COURSE POLICIES AND PROCEDURES**

- Students are expected to remain alert and not engage in cross conversations during class activities. No reading of newspapers or non-class related material is permitted. No use of mobile phone is permitted in class. The use of laptop is permitted only for downloading PP lecture slides.
- Each student must prepare a nametag to be placed in front of his/her seat.
- Questions about the grade received should be raised and resolved within two days of receiving the graded work.
- The final course grade is based on the student's cumulative performance on team application presentation, group application paper, midterm and final exams.
- Students with disabilities. I would like to know from anyone who has a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. If you have a disability that may affect your participation in class, please contact me immediately.



## 8. SCHEDULE OF CLASSES AND TOPICS

WEEK	DAY	DATE	TOPIC	READINGS & ASSIGNMENTS
1	Tue	Jun 27	Course overview (Syllabus), teams & groups composition An introduction on Organizational Behavior	– Chapters 1
1	Thu	Jun 29	<b>Lecture:</b> Job Performance & Organizational Commitment	– Chapter 2 -3 Ch. 2 only 2.1.-2.2.-2.3.-2.4.-2.5. Ch. 3 only 3.1.-3.2.-3.3.-3.4.
2	Thu	Jul 6	<b>Lecture:</b> Job Satisfaction  <i><b>Presentation # 1</b></i> <i>Internal Team 1 – External Team 9</i>  <i><b>Presentation # 2</b></i> <i>Internal Team 2 – External Team 7</i>	– Chapter 4
3	Tue	Jul 11	<b>Lecture:</b> Stress & Motivation  <i><b>Presentation # 3</b></i> <i>Internal Team 3 – External Team 12</i>  <i><b>Presentation # 4</b></i> <i>Internal Team 4 – External Team 10</i>	– Chapters 5 - 6
3	Thu	Jul 13	<b>Lecture:</b> Trust - Learning & Decision Making  <i><b>Presentation # 5</b></i> <i>Internal Team 5 – External Team 11</i>  <i><b>Presentation # 6</b></i> <i>Internal Team 6 – External Team 8</i>	– Chapters 7 - 8  Ch. 7 only 7.1.-7.2.-7.3.
4	Tue	Jul 18	<b>MIDTERM EXAM</b>	<b>Chapters 1-2-3-4-5-6-7-8</b>

4	Thu	Jul 20	<b>Lecture:</b> Personality, Cultural Values, & Ability  <i><b>Presentation # 7</b></i> <i>Internal Team 7 – External Team 1</i>  <i><b>Presentation # 8</b></i> <i>Internal Team 8 – External Team 6</i>	– Chapter 9 - 10  Ch. 9 only par. 9.1.- 9.2.-9.3.
5	Tue	Jul 25	<b>Lecture:</b> Teams & Leadership  <i><b>Presentation # 9</b></i> <i>Internal Team 9 – External Team 5</i>  <i><b>Presentation # 10</b></i> <i>Internal Team 10 – External Team 2</i>	– Chapters 11 – 13 - 14  Ch. 11 only par. 11.1.-11.2. Ch. 14 only par. 14.1.-14.2.-14.3.- 14.5.-14.6.
5	Thu	Jul 27	<b>Lecture:</b> Organizational Structure & Culture  <i><b>Presentation # 11</b></i> <i>Internal Team 11 – External Team 4</i>  <i><b>Presentation # 12</b></i> <i>Internal Team 12 – External Team 3</i>	– Chapter 15 - 16
6	Tue	Aug 1	<b>Presentation and discussion of group application papers</b>	<b>GROUP PAPER COPY DUE</b>
6	Thu	Aug 3	<b>FINAL EXAM</b>	<b>Chapters 9-10-11-13-14-15-16</b>