Organizational Behavior
MGT 312 Fall 2020

Location: Bryan 212
Time: W 6:00 – 8:50PM
Professor: Jason Pierce, PhD
E-mail: jrpierc2@uncg.edu
Office hours: By appointment
Office: Bryan 372

COURSE OVERVIEW

All of us experience personal and professional outcomes according to how well manage ourselves and our relationships with others. By this point in life, you likely have noticed that there are no hard and fast rules for doing either well. However, you may have also noticed that some approaches seem to work better than others. The purpose of this course is to equip you with the principles and skills to make you more effective in obtaining the outcomes you desire and less prone to get the ones you don’t in all aspects of life.

Because this is a business course, the contexts and situations we will talk about will mostly involve workplace scenarios. For those of you who are aspiring managers or organizational leaders, the design of this course is meant for you. If not, not to worry, many, if not all, of the principles you will learn in this course still apply to interacting with others in any setting, including the classroom (e.g., interacting with your professors and classmates).

COURSE LEARNING OBJECTIVES

Upon successful completion of this course students will be able to:

- Diagnose and resolve people-based problems
- Deconstruct the basic factors which drive human performance
- Evaluate and engage in active communication (listening and speaking)
- Collaborate effectively as team players and managers
- Recognize and appreciate cultural differences as well as how to manage them
- Implement basic conflict resolution strategies
COURSE METHODOLOGY

In-class exercises and discussions are the primary vehicles for learning in this course. Our discussions will focus on the readings, assigned cases, and any other direct or vicarious experiences we have had. For this reason, it is essential that students attend class and read the chapters and assigned cases in advance. This preparation will not only improve your in-class experience but also your performance on course evaluations. To ensure you get credit for participation, I encourage you to make name cards and display them during class.

COURSE MATERIALS

Required text:


NOTE: We will not be using Connect.

Recommended resources:

- Organizational Behavior, by Stephen Robbins and Timothy Judge, Pearson/Prentice Hall.
- The One Minute Manager by Blanchard, Kenneth H and Spencer Johnson. William Morrow, 1982.

PERFORMANCE EVALUATION

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th>No A+ grades at Bryan School</th>
<th>A 93 and up</th>
<th>A- 90-92.999</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>20%</td>
<td></td>
<td></td>
<td>B+ 87-89.999</td>
<td>B 83-86.999</td>
<td>B- 80-82.999</td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<td>B+ 87-89.999</td>
<td>B 83-86.999</td>
<td>B- 80-82.999</td>
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<tr>
<td>Exam III (final, not cumulative)</td>
<td>20%</td>
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<td>C+ 77-79.999</td>
<td>C 73-76.999</td>
<td>C- 70-72.999</td>
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<tr>
<td>Team Project (weighted)</td>
<td>25%</td>
<td></td>
<td></td>
<td>C+ 77-79.999</td>
<td>C 73-76.999</td>
<td>C- 70-72.999</td>
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<tr>
<td>Participation &amp; Professionalism</td>
<td>15%</td>
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<td>D 65-69.999</td>
<td>F below 65</td>
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<td>TOTAL</td>
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Final grades will be statistically curved as needed to ensure fairness. If so curved, the A- cutoff starts at 1 standard deviation (SD) above the mean, the C+ cutoff starts at 1 SD below the mean, and the D/F cutoff starts at 2 SD below the mean.
EXAMS

Our course is broken up into three modules of four blocks each. Each module will conclude with a non-comprehensive exam. Exams will be short answer questions, mostly asking you to define or describe the concepts we study and explain why they matter. Students who do the reading before class and come to class usually do very well.

**Make-up policy:** If you miss an exam for any reason, you have 1 week to contact me by email to schedule a make-up. The make-up will be given orally, and any course material will be fair game for questions. Most students prefer the written version and make every effort to be present on exam day.

PARTICIPATION & PROFESSIONALISM

Much of the learning in this course will come through interactive class exercises and discussions. To get the most learning from the course, therefore, you must do the readings before class. I will award participation points as follows:

**In-Class Participation:** 1/3 of score (based on average in class contribution)

**Peer Evaluations:** 1/3 of score (average of four evaluations each scored out of 5)

**Professionalism:** 1/3 of score (everyone starts with full points) ...

The professionalism portion of this grade holds students accountable for general conduct throughout the course as prescribed in the Bryan School policy. Disruptive conduct will result in point deductions in proportion to the disruption.

At the end of the course, I will sum your participation points and convert it to a score out of 100 based on normal distribution where average = 85 and the standard deviation = 5.

TEAM PROJECT (OVERVIEW)

Your team will analyze real-world performance-related problems. Given the focus of this course, the issue must concern employee efficiency or effectiveness. The project has four stages (full details below course schedule):

1. Proposal (Approval of the professor)
2. Analysis & Diagnosis (30%)
3. Suggested Solutions (30%)
4. Final Report & Presentation (40%)
<table>
<thead>
<tr>
<th>BLOCK 1: INTRO TO TEAM PROJECT &amp; DECONSTRUCTING CAPACITY</th>
<th>26 AUG</th>
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<tbody>
<tr>
<td>▪ Problem-Solving Framework</td>
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<tr>
<td>▪ Defining &amp; Developing Capacity</td>
<td></td>
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<tr>
<td><strong>Reading:</strong></td>
<td></td>
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<tr>
<td>1.1, 1.3 – 1.5, 3.1 &amp; 3.2</td>
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<tr>
<td><strong>In Class:</strong></td>
<td></td>
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<tr>
<td>Meet your teams &amp; identifying performance gaps</td>
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<tr>
<td>Video (Dance-ish routines)</td>
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<td><strong>Before Class:</strong></td>
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<tr>
<td><strong>Mandatory</strong> Introduction Surveys (due noon day before)</td>
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<tr>
<td>IMPORTANT: This task is <strong>required</strong> to complete the team project.</td>
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<tr>
<th>BLOCK 2: DECONSTRUCTING WILLINGNESS</th>
<th>2 SEP</th>
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<tbody>
<tr>
<td>▪ Motivation</td>
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<td>▪ Values &amp; Attitudes</td>
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<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>Chapter 2, 5.1 – 5.3</td>
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<tr>
<td><strong>In Class:</strong></td>
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<tr>
<td>Why are you here?</td>
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<td>Video: <em>The Surprising Truth About Motivation</em></td>
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<tr>
<th>BLOCK 3: DECONSTRUCTING CONTEXT</th>
<th>9 SEP</th>
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<tbody>
<tr>
<td>▪ Job Design</td>
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<td>▪ Organizational Alignment</td>
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<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>5.4, 15.2 &amp; 15.3</td>
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<tr>
<td><strong>In Class:</strong></td>
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<tr>
<td>Designing &amp; Aligning Organizations</td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td>Deliverable #1: Project Proposal (Peer Feedback in +2 days)</td>
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<tr>
<th>BLOCK 4: INTRODUCING STRADDLERS</th>
<th>16 SEP</th>
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<tbody>
<tr>
<td>▪ Physical &amp; Psychological Energy</td>
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<tr>
<td>▪ Personality and Emotions</td>
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<tr>
<td>▪ Exam Prep</td>
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<tr>
<td><strong>Reading:</strong></td>
<td></td>
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<tr>
<td>3.3 – 3.6 &amp; 7.1 – 7.3</td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td>Optional Team Extra Credit: Question suggestions for Exam I</td>
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**EXAM MODULE I – INDIVIDUAL PERFORMANCE**

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**BLOCK 5: WORKING IN GROUPS & TEAMS**

- Distinguishing Groups & Teams
- Maximizing Synergy
- Minimizing Process Loss

**Reading:**
Chapter 8 (all)

**In Class:**
Team “Building” Activity (MMC)
Desert Survival (time permitting)

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**BLOCK 6: PERFORMANCE MANAGEMENT**

- Attribution Processes
- Giving Effective Feedback

**Reading:**
4.1 & 4.3; Chapter 6 (all)

**In Class:**
Mini-case: Performance-Management Exercise
Video: Don’t Judge Too Quickly
Exercise: How to (not) give feedback

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**PROJECT: PEER REVIEW & FEEDBACK**

- Practice Feedback
- Infer Improvements

**Reading:**
None

**In Class:**
Review Reports
Make Suggestions

**Due:**
Draft of Deliverable #2: Analysis & Diagnosis

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**BLOCK 7: COMMUNICATION & CALAMITY**

- Troubleshooting the Communication Process?
- Social Information Processing
- Exam Prep

**Reading:**
Chapter 9

**In Class:**
Exercise: Assessing our communication skills
Video: Active Listening
Videos: The “Innocent” Bystander Effect

**Due:**
Optional Team Extra Credit: Question suggestions for Exam II
Deliverable #2: Analysis & Diagnosis (Peer Feedback in +2 days)
### EXAM MODULE II – WORKING WITH OTHERS  
28 OCT

#### BLOCK 8: POWER, INFLUENCE, & POLITICS  
4 NOV
- Power & Influence
- “Political” Science
- Peer Review

**Reading:** Chapter 12

**In Class:** Winter Survival  
Video: Weapons of Influence  
Deliverable #3 Peer Review

**Due:** Draft Deliverable #3

#### BLOCK 9: LEADING & FOLLOWING  
11 NOV
- Universal Theories
- Leadership Contingencies

**Reading:** Chapter 13

**In Class:** It Takes Two to Tango

**Due:** Deliverable #3 (Peer Feedback in +2 days)

#### BLOCK 10: NEGOTIATION AND CONFLICT RESOLUTION  
18 NOV
- Deal Making 101
- Dispute Resolution 101

**Reading:** Chapter 10

**In Class:** Chirimoyas Quillotanas

**Due:** Optional Team Extra Credit: Question suggestions for Final Exam

### PROJECT: FINAL PAPERS & PRESENTATIONS (ON-LINE)  
23 NOV

### NO CLASS: THANKSGIVING HOLIDAY  
25 NOV

### FINAL EXAM  
At 7:00PM (ON-LINE)  
2 DEC

This schedule is subject to change. Any modifications will be announced in class or via the course web site, which will be our official communication channels during the semester.
TEAM PROJECT (DETAILS)

Accountability:

Assigned teams will be the same you will have for in-class work. Teammates will keep each other accountable through anonymous peer grading. Peer grading will happen after each project deliverable, so you have an opportunity to adjust.

Deliverable 1 – Proposal (For Approval)

Format: 1 page describing the company and its performance gap as follows:

- **Company or Organization**
  - Industry & Market segment
  - Age, Size, Etc.

- **Performance Gap**
  - How are the employees less effective or efficient than desired? Quantify as Desired State – Actual State
  - Who is involved (job titles, responsibilities, etc.)?

- **Status**
  - How is the problem impacting the organization?
  - What has been tried to resolve it?

- **Connection with Course Content**
  - How does this performance gap connect with this course?
  - Comment regarding which course (block) topics stand to help you diagnose and/or resolve this problem?

Deliverable 2 – Analysis & Diagnosis (30%)

Report: 1 to 2 pages diagnosing the problem

- Summary of the performance gap (what was approved)
- Preliminary Diagnosis
  - Underlying problem: What do you believe is/are the root level issue(s)/ causes(s) in terms of course concepts? Should start with ...

  Our investigation leads us to conclude that the organization is experiencing a [general concept] problem due to a [lack/excess/etc.] of [lower level concept].

  - Explanation: What evidence or data* have you collected that leads you to this conclusion?
    *Get feedback from instructor on methods before collecting data.

- Secondary Diagnosis:
  - Explanation of why the fix(es) attempted by the organization failed.
  - Use logic (course concepts) and evidence to explain the failure.
**Deliverable 3 – Suggested Solutions (30%)**

*Report: 1 to 2 pages describing three potential solutions to the same problem(s)*

*It's normal to identify multiple underlying problems, but each solution should target the same issues. Otherwise we cannot compare their value.*

- Summary of the performance gap – one to two lines
- Summary of your diagnosis
- Proposing three mutually agreeable ways to solve the problem
- Evaluation of potential solutions (i.e., pros and cons of each one)
- Explain which solution (from the three you proposed) you think is best

**FINAL DELIVERABLE (40% of grade)**

*Report: 5 to 7 pages*

- Summaries of the first three deliverables (see assignment for details)
- Detailed action plan
  - Enumerated sequence of specific steps you would execute to implement solution
  - Each step should have an outcome to be achieved before next step begins
- Conclusions
  - What you would do next if your solution fails?
  - General lessons learned and takeaways for the audience (including the organization)
- Appendices
  - Provide supplementary information
  - Synthesized (figures or graphs) and raw data (e.g., survey transcripts)

*Presentation:*

- 10-minute time limit for presentation (use wisely)
- 5-minute time limit for questions.
- Be as creative as you like (e.g., use PowerPoint, videos, Zamzar, etc.).

**Report Grading Criteria:**

- Clarity, especially appropriate level of detail (40%)
- Proper integration of feedback or course concepts (40%)
- Readability (includes grammar, spelling, format) (20%)

*These are not essays. Use bullet points and labels as done here to simplify reading.*

**Presentation Grading Criteria:**

- Clarity of the analysis (30%)
- Capacity of persuasion (30%)
- Professionalism & Creativity (40%)
COURSE POLICIES

ATTENDANCE: Students who miss the 1st week of class will be dropped from the course.

TEAM COMPONENT: This course revolves around a team project. To join a team, students must first complete the Introduction Survey by noon the day before Block 1 (week 2) starts. Students who fail to do so can either take a zero for the team grade or drop the course.

COURSE WEB SITE: You are responsible for all information posted to the course web site, including announcements, notes, slides, readings, assignments, and grades.

EMAIL COMMUNICATIONS: You are expected to check your UNCG email daily where you will receive updates from CANVAS and direct correspondence from your professor. Please use email only for communicating with the professor regarding personal matters. Again, general concerns should be posted on the discussion board.

ETIQUETTE: You are expected to abide by professional standards of conduct including:

1. RESPECT: treat everyone as you want to be treated
2. LISTEN: ensure you fully understand what others are saying before you respond
3. NETIQUETTE: write emails with proper tone, language, and formatting

CLASSROOM DECORUM:

1. When class begins, I will shut the door. If arriving late or leaving early, do so quietly.
2. Please hold private conversations outside the classroom. Students who fail to do so will be invited to take the place of the professor and teach the class.
3. During class, mobile phones must remain turned off completely.

DISRUPTIVE BEHAVIOR POLICY: The professor may withdraw students from the course for disruptive behavior (see https://osrr.uncg.edu/faculty/disruptive-behavior/).

UNCOVERED CIRCUMSTANCES: Any situation or complications not covered by the syllabus must be brought directly to the attention of the professor who will either render a decision or refer the matter to administrators such as the department chair or appropriate dean.

UNCG POLICIES

ACADEMIC SUPPORT SERVICES: Services available to students include ...

1. Student Success Center: You may contact the center at http://success.uncg.edu/
2. Writing Center. Visit https://writingcenter.uncg.edu/ for help with written work.
3. Office of Accessibility Resources and Services (OARS): http://ods.uncg.edu/
4. Information Technology Services (ITS): You may contact ITS at https://its.uncg.edu/
INCLEMENT WEATHER: UNCG remains open unless the Chancellor decides to cancel classes. Students can obtain details on those decisions from Spartan Alerts at (336) 334-4400 or http://spartanalert.uncg.edu.


RELIGIOUS OBSERVATIONS: Any student who cannot take an exam on the scheduled due date or participate fully in any other aspect of the course due to religious conflict must inform me by email within the first two weeks of class so that we can make alternative arrangements for him/her to take the exam and/or complete that part of the course.

PANDEMIC PRECAUTIONS: As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies
regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video
UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the wellbeing of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important. Please watch this video before the first day of classes. https://youtu.be/Mb58551qxEk

UNCG ACADEMIC INTEGRITY STATEMENT

By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All written work submitted must be original and produced by the student/team for this class only. If you are for any reason unfamiliar with the contents of the code, please review it at: https://osrr.uncg.edu/academic-integrity/

Violations will be pursued. Academic Integrity applies to all aspects of this course. Please be aware that the following also constitute Integrity Violations in this course:
• You may not be in possession of any unauthorized exam or related materials, including old exams.
• No electronic devices are allowed to be on or visible during an exam.
• Signing an attendance sheet for another student and/or failing to attend the entire class is a falsification of your attendance and an academic integrity violation.
• Once an exam begins, you are not allowed to leave for any reason until you have submitted the exam.
• Falsification of any material used in the preparation or development of assignments is a code violation.
• The Bryan School of Business and Economics has recently developed and accepted Faculty and Student Guidelines focusing on the expected performance of each. Since these guidelines are new, please take the time to review them. They can be found at the following link:

  http://bae.uncg.edu/assets/faculty_student_guidelines.pdf