THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO
Bryan School *of* Business *and* Economics

Organizational Behavior
MGT 312-03 Fall 2023

Location: **Bryan 212**
Time: **MW 3:30 – 4:45PM**
Professor: **Jason Pierce, Ph.D.**
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:

➤ Explain value dimensions of assessing national cultures using Hofstede's model.

➤ Give specific examples of how the U.S. workplace is becoming more heterogeneous in terms of gender, race, ethnicity, and age.

➤ Identify the stages of group development and explain the managerial responses appropriate to each stage.

➤ Demonstrate an understanding of interpersonal awareness by explaining different styles of conflict resolution and negotiation techniques.

➤ Provide an example of an ethical issue pertinent to leadership today.

➤ Predict how perception and attribution affect the decision-making process.

➤ Explain and give examples of how personality, values and motivation affect employees' performance.

➤ Identify and explain the dimensions of organizational structure and culture and the steps of organizational change.

As a result of learning these, you will be able to …

➤ Diagnose and resolve employee-performance problems

➤ Differentiate the basic factors contributing to 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

Recommended texts:

- *Organizational Behavior: A Practical, Problem-Solving Approach. 1st or 2nd Edition,* by Kinicki, Angelo & Fugate, Mel. McGraw-Hill.

   NOTE: We will **not** be using Connect.

- *The One Minute Manager* by Kenneth H. Blanchard and Spencer Johnson. ©1982

- *Atomic habits: An easy & proven way to build good habits & break bad ones* by James Clear ©2018.

- *Influence, New and Expanded: The Psychology or Persuasion* by Robert Cialdini. ©2021

PERFORMANCE EVALUATION

Homework	10%	No A+ grades at Bryan School	A 93 and up	A- 90-92.999
Exam I	20%	B+ 87-89.999	B 83-86.999	B- 80-82.999
Exam II	20%			
Exam III (final, not cumulative)	20%	C+ 77-79.999	C 73-76.999	C- 70-72.999
Team Project (weighted)	20%			
Participation & Professionalism	10%	D 65-69.999	F below 65	
TOTAL	**100%**			

If the class average falls **below 80**, then grades will be curved such that the A- cutoff starts at 1 standard deviation (SD) above the mean, the C+ cutoff starts at 1 SD below.

HOMEWORK

Before the first class of each block, you are expected to go through a posted narrated lesson and answer two comprehension questions about it. The questions prepare you for the in-class exercises and exams. Two sets of questions will be graded at random.

EXAMS

Each module will conclude with a non-comprehensive exam. Exams will consist of short answer questions similar to those in the homework assignments.

Make-up policy: If you miss an exam, you have **1 week** to email me to schedule a make-up. All make-ups are given orally, and all material will be fair game.

PARTICIPATION & PROFESSIONALISM

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.

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 follow the course schedule.

COURSE SCHEDULE

INTRO:	**COURSE INTRODUCTION**	**16 & 21 AUG**

- Managerial Problem Solving
- The Performance Triad

In Class: Mini-Case: One of A Manager's Toughest Challenges
Course logistics

BLOCK 1:	**INTRO TO TEAM PROJECT & DECONSTRUCTING CAPACITY**	**23 & 28 AUG**

- Problem-Solving Framework
- Defining & Developing Capacity

Reading: 1.1, 1.3 – 1.5, 3.1 & 3.2

In Class: Meet your teams & identifying performance gaps

Before Class: **Mandatory** Introduction Surveys (due noon day before 1st class of block)
IMPORTANT: This task is **required** to complete the team project.

BLOCK 2:	**DECONSTRUCTING WILLINGNESS**	**30 AUG & 6 SEP**

- Motivation
- Values & Attitudes

Reading: Chapter 2, 5.1 – 5.3

In Class: Why are *you* here?

Due: **Deliverable #1: Project Overview or Proposal (Peer Feedback in +2 days)**

BLOCK 3:	**DECONSTRUCTING CONTEXT**	**11 & 13 SEP**

- Job Design
- Organizational Alignment

Reading: 5.4, 15.2 & 15.3

In Class: Designing & Aligning Organizations

BLOCK 4:	**STRADDLERS & EXAM REVIEW**	**18 SEP**

- Physical & Psychological Energy
- Personality and Emotions
- Exam Review

Reading: 3.3 – 3.6 & 7.1 – 7.3

EXAM MODULE I – INDIVIDUAL PERFORMANCE	**20 SEP**

PROJECT WORK:	**WRITING DIAGNOSTIC QUESTIONS**	**25 SEP & 27 SEP**

Due: **Deliverable #2: Hypothesized Diagnoses & Data Collection Plan (Sunday)**
(Peer Feedback in +2 days)

In-Class: Reviewing and revising diagnostic questions for partner company

BLOCK 5:	WORKING IN GROUPS & TEAMS	2 & 4 OCT

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

Reading: Chapter 8 (all)

In Class: Team "Building" Activity (MMC)

Due: **Final Diagnostic Inquiry**

BLOCK 6:	PERFORMANCE MANAGEMENT	11 & 16 OCT

- 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 (not) to give feedback

BLOCK 7:	COMMUNICATION & CALAMITY	18 & 23 OCT

- Troubleshooting the Communication Process?
- Social Information Processing

Reading: Chapter 9

In Class: Exercises: Practicing & assessing our communication skills
Video: The "Innocent" Bystander Effect

EXAM MODULE II – WORKING WITH OTHERS	25 OCT

BLOCK 8:	POWER, INFLUENCE, & POLITICS	30 OCT & 1 NOV

- Power & Influence
- "Political" Science

Reading: Chapter 12

In Class: Winter Survival
Video: Weapons of Influence

Due: **DRAFT: Hypothesis Testing & Results**

BLOCK 9:	LEADING & FOLLOWING	6 & 8 NOV

- Universal Theories
- Leadership Contingencies

Reading: Chapter 13

In Class: It Takes Two to Tango

BLOCK 10:	NEGOTIATION AND CONFLICT RESOLUTION	13 & 15 NOV

- Deal Making 101
- Dispute Resolution 101

Reading: Chapter 10

In Class: Chirimoyas Quillotanas

Due: **Deliverable #3: Hypothesis Testing & Results (Peer Feedback in +days)**

FREE CLASS:	PROJECT COACHING/EXAM REVIEW	20 NOV

Due: Nothing

PROJECT:	FINAL PAPERS & PRESENTATIONS	27 & 29 NOV

Due: **Deliverable #4: Final Report (Peer Feedback by Friday)**

FINAL EXAM	At 3:30 Noon	1 DEC

IMPORTANT NOTE:

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.

***Deliverable 1 – Overview** (if professor arranged), **otherwise Proposal** (0%, feedback only)*

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

- **Company or Organization**
  - o Industry & Market segment
  - o Age, Size, Etc.
- **Performance Gap**
  - o How are the employees less effective or efficient than desired? Quantify as *Desired State – Actual State*
  - o Who is involved (job titles, responsibilities, etc.)?
- **Status**
  - o How is the problem impacting the organization?
  - o 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?
- **Observations & Preliminary Questions for Company or Organization**
  - What insights can you derive from the preliminary information?
  - Provide questions you would need answered to start diagnosing.

Deliverable 2 – Preliminary Diagnosis (Hypothesis) (25%)

Report: 1 to 2 pages providing your preliminary diagnosis of the performance gap and your plan to verify your diagnosis

- Summary of the performance gap (what was approved)
- Preliminary Diagnosis
  - What do you hypothesize is/are one or two **most likely** root level issue(s)/ causes(s) in terms of course concepts? Should start with …

    The information provided leads us to hypothesize that the organization is experiencing a [general concept] problem due to a [lack/excess/etc.] of [lower-level concept].

  - Explanation: Give your reasons for your hypotheses based on the information you have obtained so far and course concepts.

- Diagnostic Plan:
  Specify …
  - Data you will need to obtain
  - How you will obtain those data (e.g., surveys, interviews, etc.)

    NOTE: Please include potential survey and/or interview questions in an Appendix.

Deliverable 3 –Hypothesis Testing & Results (25%)

Report: 1 to 2 pages reporting how you tested your hypothesized diagnoses and the results you obtained

- Summary of …
  - The performance gap (what was approved)
  - Your Hypothesized Diagnoses
  - Data you collected
    (put variables and questions **in an appendix**)
- Results of testing
  - State whether your data (dis)confirm your hypotheses.
  - Explanation: Which evidence or data* leads you to your conclusion(s)?
- Post Mortem: (**Only if** company had attempted to resolve the issue)

- o Explanation of why the fix(es) attempted by the organization **failed**.
- o Use logic (course concepts) and evidence to **explain the failure**.

FINAL DELIVERABLE – RECAP & RECOMMENDATIONS (50%)

Report: 5 to 7

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

- Front Matter
  Start with the revised (improved) versions of your first three deliverables
- Recommended Next Steps
  - o If your data confirmed one of your hypotheses …
    - Propose three ways to solve one of those problems
    - Evaluate each potential solutions
      (i.e., state pros and cons of each solution)
    - Provide an action plan for the solution you would try first
  - o If your data disconfirmed your hypotheses or were inconclusive …
    - Propose (hypothesize) three other potential diagnoses
    - Provide a diagnostic plan for **one** of those hypotheses
      Specify …
      - o Data you will need to obtain
      - o How you will obtain those data
        (e.g., surveys, interviews, etc.)
- Conclusions
  - o What you would do next if your solution fails?
  - o General lessons learned and takeaways for the audience (including the organization)

- Appendices
  - o Provide supplementary information
  - o 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 are responsible for all material covered during class meetings. Students should **only** consult with the instructor about attendance if they anticipate missing more than 2 classes in a row.

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 repeatedly talk out of turn will be invited to take the professor's place and teach the class.
3. Please use electronic devices for notetaking and responding to live polls only.
   If you seem distracted by your device during discussions, I will take this as a cue that you would like me to call on you.

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.

STUDENTS WITH DISABILITIES: UNCG complies fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University center, 334-5440, www.uncg.edu/ods.

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.

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