

Course Description

This is an introductory course in the management of modern organizations. The purpose of this course is to provide an understanding of the behaviors, problems and effective management of organizations and their members. The course uses readings, cases, exercises, videos and simulations to survey problems confronting organizational managers and demonstrate practical skills for analyzing and solving those problems. Topics include individual characteristics, attribution and stereotypes, conflict and negotiation, influence and power, motivation, decision-making, group and team functioning, leadership and ethics, and organizational culture and justice.

Course Materials

Textbook: The textbook includes required readings and cases for the course.

Elsbach, K. D., Kayes, A., & Kayes, D. C. (2015). CONTEMPORARY ORGANIZATIONAL BEHAVIOR: From Ideas to Action. Upper Saddle River, NJ: Pearson.

ISBN-13: 978-0132555883

ISBN-10: 0132555883

Coursepack: This Harvard Business Publishing coursepack contains the Everest Simulation that we complete in Week 5 (and no other materials). Use the link on the Wall in the 2UCD system to sign up online and purchase the coursepack by the Week 3 Live Class Session.

Course Assessments

Final course grades are based on the following assignments:

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|---------------------------------------|-----|
| 1. Two Group Case Analyses (10% each) | 20% |
| 2. Group Final Project | 20% |
| 3. Final Exam | 40% |
| 4. Asynchronous Work Completion | 10% |
| 5. Live Class Session Participation | 10% |

A description of each assignment follows below. Additional details about the case and final project assignments is available in the Toolbox. **Submit all documents or files in PDF format.**

1. **Two Group Case Analyses (Classes 4 and 8, 20% of course grade—each case is 10%)**

Submit a three-page write-up and one-page slide by 12:30 p.m. on the day of class and make a 3-minute presentation in class. See “GROUP CASE ANALYSIS GUIDELINES” in Toolbox for details.

2. **Group Final Project (Class 9, 20% of course grade)**

Submit a presentation slide deck by 12:30 p.m. on the day of class and make a live 15-minute presentation in class. Teams also submit two interim assignments for approval: a case request in Week 5 and a course topic request paragraph in Week 8. See “GROUP FINAL PROJECT GUIDELINES” in Toolbox for details.

3. **Final Exam (Class 11, 40% of course grade)**

The final exam measures your individual mastery of the course material and your readiness to apply it in a workplace situation. You should be familiar with course theories and concepts—including their definitions—and be able apply them appropriately.

- a. Exam questions are based on a short case presented in the exam, similar to the weekly practice quiz. The questions cover the readings and PowerPoint slides only. They do not include previous cases or exercises.
- b. During the exam, you can use your textbook (hard copy or e-book) and four pages of printed notes of your own creation. You cannot use other sources or work with anyone else.

4. **Asynchronous Work Completion (Weeks 1 through 8, 10% of course grade)**

Watch the online lecture videos, submit the online assignments and take the weekly practice quiz in the 2UCD system. This asynchronous work provides a foundation for the course material and prepares you for participation in the live class session.

- a. To receive credit, submit your asynchronous work (online assignments and weekly practice quiz) by 11:59 p.m. THE DAY BEFORE CLASS.
- b. This work is graded on a credit/no credit basis. Each week you earn 10 points if you complete all assignments and the weekly quiz (80 points for the quarter). The number of online assignments varies each week. If any assignment or quiz is not complete, you lose points on a proportional weighted basis (e.g., if there are four asynchronous assignments and one quiz in a given week, and you don’t complete one of them, you receive 8 out of 10 points for that week).

- c. The assignments are available under Coursework for each week. For easy access to your submitted assignments, compose your responses in a saved document and then paste them into the 2UCD system. A document is easier to edit, you have them handy during class and you have a copy if a technical issue arises with submitting an assignment.
- d. The weekly practice quiz is available under Assessment and tests your understanding of the material. You can see the correct answers to each question after you submit the quiz. Your numeric score on the quiz does not determine your asynchronous work score but you need to complete the quiz to earn credit for the asynchronous work.

5. **Live Class Session Participation (Weeks 1 through 10, 10% of course grade)**

You need to attend all live class sessions, and be ready to participate actively through class discussions and in-class exercises by completing assigned readings and asynchronous work. Highly rated class participation involves thoughtful comments and questions, and sharing of relevant experiences, not just “floor time” or repetition of facts from the readings. It also includes engaging in breakout sessions. The following point system is used to grade weekly participation:

3 points: Strong participation. Present and engaged during session with more than one comment that furthers discussion.

2 points: Good participation. Present and engaged during session with at least one comment that furthers discussion.

1 point: Satisfactory participation: Present and engaged during session, but no comments that further discussion.

0 points: Absent with reasonable cause and advance notice.

-3 points: Absent without reasonable cause and/or advance notice.

If you expect to miss class for work, illness or other unavoidable reason, email the instructor as soon as you know. It may be possible for you to attend a different section the same week and still earn participation points. Include the day you expect to miss and the reason for missing. If you are unable to attend a different section, you can watch the recording of the live class session and talk to the instructor if you have questions although you cannot earn participation points.

EXPECTATIONS FOR LIVE CLASS SESSION BEHAVIOR

1. All class members treat each other with respect and dignity.
2. It is unacceptable behavior to insult, harass or demean any member of the class.
3. Everyone models professional business behavior in the classroom, including use of appropriate language, jokes or stories.

In general, students should adhere to the UC Davis Principles of Community, copied below.

“The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.”

Course Schedule and Assignments

IMPORTANT NOTE: Generally, you should complete the readings before the asynchronous assignments and quiz.

- Your resume in Assessment is due the Friday before classes begin.
- Weekly Asynchronous Work (online assignments in Coursework and practice quiz in Assessment) is due by 11:59 p.m. the DAY BEFORE the live class session.
- Team assignments in Assessment—case write-ups and slides; case request for final project, course topic request paragraph for final project; and slide deck for final project—are due at 12:30 p.m. on the DAY OF THE LIVE CLASS SESSION. Only one team member needs to submit the assignment for the entire team.

Week 0 – Course Overview

Video of course philosophy, experiential learning, making convincing arguments, understanding situations, challenging assumptions, personal background. (3–5 minutes)

Assignment: Submit current resume (resume from your admissions application is fine).
Sign up for Harvard coursepack using link on the Wall.

Week 1 – Individual Characteristics and Differences

Asynchronous Work 1.1.2 | 1.2.1 | 1.2.3 | 1.3.1 | 1.3.3 | 1.4.3 | Weekly Practice Quiz

Readings: Topic Summary: Individual Characteristics (pp. 32–46)
Solving the Introvert Problem (pp. 47–52)
Topic Summary: Diversity and Communication (pp. 386–401)

Topics: Individual Personality Dimensions
Linguistic Style Differences

Week 2 – Interpersonal Perception and Bias

Asynchronous Work 2.2.2 | 2.4.1 | 2.4.3 | 2.6.1 | 2.6.3 | Weekly Practice Quiz

Assignment: Sign up for Harvard coursepack using the link on the [Wall](#).

- Readings: Topic Summary: Perception (pp. 117–129)
 Hurricane Katrina: A Case Study in Attributional Biases (pp. 130–136)
 Social Identity: How We Define Ourselves by Our Groups (pp. 146–150)
 How You Look to Others: Understanding and Managing How Others Perceive
 You (pp. 254–260)
- Video: “A Look at How Attractiveness Affects the Workplace” video (3 minutes): watch before
 starting the asynchronous module
- Topics: Spontaneous Perception
 Motivated Perception
 Combining Spontaneous and Motivated Perception
 Reducing Stereotypes, Prejudice and Discrimination

Week 3 – Persuasion, Trust, Conflict and Negotiation

Asynchronous Work 3.1.3 | 3.2.4 | 3.4.2 | 3.5.3 | Weekly Practice Quiz

- Readings: Topic Summary: Persuasion, Influence and Impression Management (pp. 233–246)
 On Being Trustworthy (pp. 261–265)
 Perceptions of Leaders Following Public Failures: A Tale of Two Coaches (pp. 577–586)
 Topic Summary: Conflict and Negotiation (pp. 348–363)
 Negotiation Traps (pp. 379–385)
- Topics: Influence and Power
 Pillars of Trust and Trust Repair
 Negotiation and Negotiation Traps

Week 4 – Motivation

Asynchronous Work 4.4.1 | 4.4.3 | 4.4.5 | 4.6.1 | 4.6.3 | 4.8.1 | 4.8.3 | Weekly Practice Quiz

Assignment: Submit Case 1 write-up and slide. See [Toolbox](#) for details.
Prepare one-minute presentation on team's Case 1 arguments.
Complete Peer Assessments for Case 1 using link on the [Wall](#).
Complete the Motivation Assessment Survey using link on the [Wall](#).

Readings: Topic Summary: Motivation (pp. 187–197)
Spotlight on Research: What Do People Prefer in a Job? (pp. 198–201)
Trade-offs in Using Pay for Performance (pp. 225–232)
Case: Emergency! We Need a New Compensation System (pp. 554–558)
“On the Folly of Hoping for A, While Rewarding B” (Kerr article in [Toolbox](#))

Topics: Frameworks of Individual Motivators
Kerr's Theory of the Folly of Hoping for A, While Rewarding B
Compensation Plans and Motivation

Week 5 – Decision-Making

Asynchronous Work 5.1.2 | 5.4.3* | 5.6 | Weekly Practice Quiz

* Choose 2-3 classmates to complete asynchronous assignment 5.4 Group Decision-Making Exercise.

Assignment: Submit Case Request for Group Final Project. See [Toolbox](#) for details.

Readings: Topic Summary: Decision-Making (pp. 266–278)
Topic Summary: Groups and Teams (pp. 313–316 only)
Leading Decision-Making Processes (pp. 279–285)

Topics: Individual Decision-Making Methods and Biases
Formal Group Decision-Making Methods

Week 6 – Groups and Teams

Asynchronous Work 6.2.2 | 6.2.3 | 6.3.2 | 6.3.3 | 6.4.2 | Weekly Practice Quiz

- Readings: Topic Summary: Groups and Teams (pp. 307–312 only)
Teamwork from the Inside Out (pp. 321–330)
Teams in Organizations: 10 Team Roles to Foster Team Effectiveness (pp. 340–347)
Team Learning Culture (pp. 446–453)
Case: Conflict in Santa’s Workshop (pp. 587-592) for live class session exercise
- Topics: Understanding Team Roles
Promoting Psychological Safety in Teams
Boundary Spanning Roles in Teams

Week 7 – Leadership and Ethics

Asynchronous Work 7.2.2 | 7.2.4 | 7.4.2 | 7.4.4 | 7.5.2 | Weekly Practice Quiz

- Readings: Topic Summary: Leadership (pp. 151–164)
Why Should Anybody Be Led by You? (pp. 179–186)
Topic Summary: Corporate Social Responsibility, Ethics and Sustainability (pp. 502–517)
Spotlight on Research (pp. 513-515)
Case: The Case of the Apple iPhone 4 (pp. 540-547) for live class session exercise
- Topics: Situational Theories of Leadership
Combining Situational and Trait Theories of Leadership
Corporate Social Responsibility, Leadership and Ethics
Values and Integrity

Week 8 – Organizational Culture and Organizational Justice

Asynchronous Work 8.1.2 | 8.2.1 | 8.2.2 | 8.3.3 | 8.4.3 | Weekly Practice Quiz

Assignment: Submit Case 2 write-up and slide. See [Toolbox](#) for details.
Prepare one-minute presentation on team's Case 2 arguments.
Complete Peer Assessments for Case 2 using link on the [Wall](#).
Submit Course Topic Request Paragraph for Group Final Project. See [Toolbox](#) for details.

Readings: Topic Summary: Culture (pp. 431–445)
Organizational Culture (pp. 454-460)
The Competitive Advantage of Corporate Cultures (pp. 461–469)
The Psychology of Fairness at Work (pp. 531–538)
Case: Face Time at TechPoint Software, Inc. (pp. 559–562)

Topics: Bases of Organizational Culture
Organizational Subcultures
Changing Organizational Culture
Components of Organizational Justice

Week 9 Presentations for Group Final Projects

Assignment: Submit slide deck for Group Final Project. See [Toolbox](#) for details.
Make a live 15-minute presentation for Group Final Project.
Complete Peer Assessments for Group Final Project using link on the [Wall](#).

Use your asynchronous time to prepare your presentation. See “GROUP FINAL PROJECT GUIDELINES” in [Toolbox](#) for details.

Week 10 Course Review

Final Exam Review – Q&A with Instructor

Week 11 Final Exam