



BUS 387: Organizational Behavior

BUS 387-03 and **387-04**, Winter 2014

Meeting times & classrooms:

387-03: Mon/Wed 12:10pm-2:00pm; Classroom: Bldg 03, Room 204

387-04: Mon/Wed 4:10pm-6:00pm; Classroom: Bldg 03, Room 204

Instructor: Dr. David Sikora

Office: Bldg 3, Room 322

Office hours: Monday and Wednesday 3:00pm to 4:00pm, or by appointment

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REQUIRED TEXTBOOKS

Shani, Chandler, Coget and Lau, Behavior in Organizations: An Experiential Approach, 9th Edition, Irwin, 2009. (ISBN: 0-07-340493-4).

OVERVIEW

This course is designed to help prospective managers develop an understanding of basic human dynamics in organizations. Topics covered in this course include: perceptions, learning, expectations, motivation, group behavior and development, work design, creativity, and leadership.

The class is divided in three parts: the *individual*, the *team*, and the *organization*. The first third of the class helps you understand and manage yourself better. The second third of the class helps you be more effective in teams by improving your understanding of team dynamics and performance. The last third of this class teaches you how organizations function and manage groups to help them achieve common goals.

COURSE LEARNING OBJECTIVES

In addition to reviewing the topics described above, the learning objectives in this course include helping students:

- Apply knowledge to identify opportunities and solve business problems.
- Exhibit the ability to work in a diverse environment.
- Demonstrate effective written communication skills.
- Demonstrate effective oral communication skills.
- Demonstrate effective team participation.

EXAMS, PROJECTS, and GRADING:

Course performance will be evaluated based on the following criteria:

Activity	Possible Points	Percent of Grade
Exam 1	100	29%
Exam 2	100	29%
Team Project	70	20%
Online Module/Chapter Quizzes	50	14%
Instructor's Assessment of Class Participation	30	9%
Total:	350	100%

Subject to change by the instructor

Exams

The two exams cover the applicable modules described in the syllabus. They are *not* cumulative. The material in the exams will come from the assigned readings, individual and team assignments, in class activities, lectures and class discussions.

- *The exams may contain both individual and team components.*
- The 2 exams are each worth 100 points. Each exam is equally weighted. Together, the exams are worth approximately 60% of the total available course points
- *There are no make-up exams. If you miss an exam, you will be provided with an alternative written assignment in place of the missed exam.*
- If you must miss an exam, you must contact the instructor at least 24 hours in advance of the exam.

Online Module/Chapter Quizzes

Throughout the quarter, you will have to take multiple-choice quizzes on the required readings. The quizzes are taken online, through PolyLearn. The quizzes are very short (5 to 8 questions), open-book, and timed (10 minutes). To minimize the risk of cheating, the questions that each student receives will be randomly assigned, and once you have started the quiz, you have to complete it right away.

You must take each quiz before the start of the class for which the readings are assigned. You will not be able to access the quiz after the class has started.

- There are 10 short online module/chapter quizzes. Each quiz is worth 5 points.
- The total points available from these online quizzes are 50 points (14% of the total available course points).

Team Project

Objectives

- Understand employee management practices, successes and issues in an organization that has been recognized as one of Fortune Magazine's and the Great Places to Work Institute's *100 Best Companies to Work For*.
- Provide each team with an opportunity to observe, practice and assess their team's group development process, including decision-making, task delegation, conflict resolution, and overall team effectiveness.

Deliverables (Due Wednesday, March 12th)

- Each team will turn in a 12 to 14 page report on their selected company. This should include:
 - A summary of *industry, size, strategy, products/services, customer base, etc.* of your team's selected company. 1 page.
 - Summary of the *employee management practices* that helped the company be recognized as one of the *100 Best Companies to Work For*. 2 pages.
 - Summary of the *motivation and reward practices* used by the company. 1 page.
 - Examples of how the company *uses teams* in their organization. 1 page.
 - A summary of the *top leadership and organizational design* of their companies. This should include information about influential leaders (current and/or past), including some information about their personalities (i.e., Big 5), leadership styles, and successes and failures. 2-3 pages.
 - A description of the *organization's culture*. How does this culture help the company be successful? 2-3 pages.
 - Identify *one main employee management issue* faced by their company. Be sure to justify why you think this is a major issue and one possible solution for solving this problem. Be sure to explain your solution fully. 2-3 pages.
 - Please include citations for sources (i.e., websites, newspapers, personal conversations, books, etc.) used for this research. Appendices including tables or figures are acceptable.
- Each team also will turn in a 3 to 4 page summary on the group processes (*using course concepts*) used in completing the team project. This will include:
 - A two paragraph *individual* reflection from each team member related to leading, facilitating, communicating and participating in this team project.
 - A three to five paragraph *team* reflection including an assessment of the processes used by the team to make decisions, resolve disagreements, assign tasks and roles, etc.
- Each team will make a *no more than 10 minute* presentation:
 - A summary of the company studied during the quarter.
 - A summary of the key employee management issue facing the organization and the team's main suggestion for addressing the problem.
 - Make it fun, entertaining, and informative! Video is acceptable in this presentation.

All Deliverables

Plagiarism will not be tolerated and will result in a zero on that portion of the paper.

12-point font; double spaced; 1" margins

Clear and Concise

Grammatically correct

Reference list: Proper citation of all sources including websites, newspapers, and personal conversations. APA style: <http://www.apastyle.org>.

Grading (total 70 points)

The projects will be scored based instructor's assessment (H/M/L) on each of the following criteria:

High = 20-23.3 points
Medium = 16-20 points
Low = 0-16 points
Total available points = 70

- **Quality, completeness and depth** – team's task is complete as described in this project description. The paper addresses all the areas discussed above, is well organized, and is free of typos and grammatical problems.
- **Application of course concepts** – the paper links the required topics with key organizational behavior concepts covered in the course, and includes specific examples of course concepts.
- **Individual and team reflections and description of team process** – the individual and team reflections *address OB topics discussed in class*, and discuss lessons learned for future team efforts. The paper also includes a description of the team processes used throughout the completion of the team's project. This includes assessment of the processes used by the team to make decisions, resolve disagreements, assign roles, etc.

Possible Companies

Microsoft	Amazon.com
Google	Facebook.com
Coca-Cola	Dreamworks
Intuit	Nordstroms
Wegman's Food Markets	Accenture
Zappos.com	Starbucks
Boston Consulting Group	FedEx
American Express	Four Seasons Hotels

Note: You should do some early research to see how much information you can get about these companies. Of course, you may choose another company, but must first get instructor approval. Teams can choose companies on a "first-come, first-serve" basis.

Note: *The Team Project may be changed or modified by the instructor. If so, these changes will be fully discussed during class.*

Instructor's Assessment of Class Participation

- 30 points (9% of the total available course points) of the course grade will be awarded based on the instructor's assessment of the student's class participation.
- As part of this grade, each student will provide a *peer evaluation* of his or her teammates' group participation.

- This portion of the course grade will be determined by assessing class participation throughout the course (H/M/L).
 High = 27-30 points
 Medium = 21-26 points
 Low = 0-20 points
- *A preview of your class participation grade (H/M/L) will be provided approximately half way through the course.*

Total

There are 350 available points for this course:

- Exams: 200 points (58%) - each test is worth 100 points.
- Team Project: 70 points (20%).
- Online Module/Chapter Quizzes: 50 points (14%)
- Instructor's Assessment of class participation: 30 points (9%).

The following scores are indicative of the grade you may earn at the end of the class:

Grade	Percentage	Total Points Earned
A	93% or higher	Above 325
A-	90 – 92.9%	315 – 324.9
B+	87 – 89.9%	304 – 314.9
B	83 – 86.9%	290 – 303.9
B-	80 – 82.9%	280 – 289.9
C+	77 – 79.9%	269 – 279.9
C	73 – 76.9%	255 – 268.9
C -	70 – 72.9%	245 – 254.9
D+	67 – 69.9%	234 – 244.9
D	63 – 66.9%	220 – 233.9
D -	60 – 62.9%	210 – 219.9
F	59.9% or below	Below 210

ABSENCES

It is important to recognize that attending class is considered a **requirement** of the class.

*You are allowed one absence without penalty. The second and third absences will result in a deduction of 5% and 10% respectively, from your final grade (so if a person misses three classes, he or she will have lost a grade and a half), and a student who misses four classes without compelling reasons (e.g., illness or family emergency) will fail the course. **Be aware that absence deductions can quickly change your overall class grade.***

Late arrivals and early departures will also be considered as absences. In the event that a student will consistently arrive a few minutes late as the result of walking a far distance from a prior class, please alert me to that fact at the beginning of the quarter.

TEAMS & ORGANIZATIONAL BEHAVIOR

Each member of the class will be assigned to a team. The purpose of the teams in this course is to provide a vehicle for learning about yourself and human behavior in organizations. Teams will be assigned specific tasks during the course. Experience has shown that teams are effective if they:

- Schedule times and places for group meetings early in the course and observe those meeting times.
- Develop a work plan, which looks at the end of the quarter and schedules your completion of the team project by or before the due date.
- *Ask for my consultation after making an ineffective effort to solve a group problem.*
- ***It is acceptable for a team to fire a non-contributing member.*** To do so, all the rest of the team should agree and should discuss the problem with the individual and with me before I will accept the termination. I'll try to visit with each group during the course. Beyond that, I will be available to consult with any group on process problems in the group. Any fired individual is required to complete the final research project alone.

KEYS TO OB SUCCESS

- Read the syllabus and assignment descriptions carefully and ask me if you have questions about them.
- If you have questions related to any assignment/concept/your grade, contact me. In particular, if you want to know how you are faring with class participation, come see me by mid-quarter; doing so will ensure that you can make appropriate changes, if necessary.
- Don't miss class (you are allowed one absence without penalty) and arrive on time to every session.
- Do well on the exams and the multiple choice quizzes. In order to do so, read the assigned readings thoroughly and regularly.

MY EXPECTATIONS ABOUT YOU

I hold you to the same expectations as you find in the workplace...

- Come to class. Attendance is key because this class is highly interactive.
- Be on time at the start of class and when coming back from group exercises held in breakout rooms during class.

- Prepare for each class. Read the texts and chapters assigned for each session, prepare the exercises, and participate actively in class. Regularly keep up with assignments and the quizzes.
- Do not use laptops, PDAs and/or phones in class or read the newspaper.
- *As a team, start working on your team project **early** and work towards a timely completion of it. You should ideally budget in enough time throughout the quarter to complete the actual projects a week prior to the deadline.* Completing it early will allow the team to comfortably add final touches and resolve technical glitches.
- Actively listen, talk about the topic at hand, and participate in class activities. I understand that some people are nervous about speaking in public. However, now is an appropriate time to begin overcoming that fear.
- Respect university rules on cheating and plagiarism (cite and reference outside sources correctly).

STUDENTS WITH SPECIAL NEEDS

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Resource Center (DRC), Building 124, Room 119, (805) 756-1395 or email drc@calpoly.edu as early as possible in the quarter.

ETHICAL CODE OF CONDUCT

Improper academic conduct shall be interpreted to mean the obtaining and using of information during an examination or for an assignment by means other than those permitted by the instructor, including supplying such information to other students. All forms of academic dishonesty, including cheating, plagiarism, and falsification of academic records are subject to disciplinary action.

STUDENT PRIVACY (FERPA)

If you have chosen to protect your Directory Information (which includes name and email), it is important you communicate this to me prior to or on the first day of class. This course uses PolyLearn tools that will display students' full names and email addresses.

COURSE SCHEDULE - *Subject to Change by Instructor*

All readings and assignments are to be completed **before** the applicable class.

Date	Topic	Assignments <i>before</i> class:	In-Class Activities
Mon – 1/6/14	Introduction - Module 1	Review the syllabus	Activity 1-1 (p. 6).
Wed – 1/8/14	Expectations at Work - Module 2	1. Read textbook (SCCL): a. Introduction pp. xv-xvi b. Module 1 pp. 1-4 and 11-21 c. Module 2, pp. 25-35. 2. Take Module 2 PolyLearn quiz. 3. Individuals are to complete Task 1 in Activity 2-1.	Activities 2-1 (p.24) and 2-2 (p. 38).
Mon – 1/13/14	Learning - Module 3	1. Read: Module 3, pp. 49-59 2. Take Module 3 PolyLearn quiz. 3. <u>Team Assignment:</u> <i>Teams are to complete assignment 2-3 and prepare a power point slide with your team logo.</i> <ul style="list-style-type: none"> <i>Teams will have 2 minutes to present the team name, logo and review the team process to the rest of the class.</i> <i>A paper copy that includes the team number, the name of all the team members, the team name, logo and description of the process will be turned in to the instructor at the beginning of the class session.</i> <i>A copy of your team contract from Activity 2-5.</i> 	Activities, 2-5 (<i>use the team contract outline posted in Poly Learn</i>), 4-2 (p. 87), and team PowerPoint presentations.
Wed – 1/15/14	Motivation - Module 5	1. Read: Module 5, pp. 101-120. 2. Take Module 5 PolyLearn quiz. 3. Complete Task 1 of Activity 5-2 - The Slade Company Case for class discussion, (pp. 124-131).	Activities 5-1 (p. 97) and 5-2 (p.124).
Tues – 1/21/14 (No classes on	Perception - Module 6	1. Read: a. Module 6, pp. 150-164. 2. Take Module 6 PolyLearn quiz. <u>Team Assignment:</u> <i>Teams are to complete Activity 5-3, teams 1-4 Task 1 alternative 1 – page 133 to be turned</i>	Activities 5-3 (p. 131), <i>Diversity Handout</i> , and 6-2 (p. 149).

Mon 1/20/14 – MLK Day)		<i>in; teams 5-7, Task 1 Alternative 2 – page 135. A paper copy is to be turned in to the instructor at the beginning of the class session.</i>	
Wed – 1/22/14	Leaders and Leadership - Module 8	1. Read pages 191-193 and Module 8, pp. 197-213. 2. Take Module 8 PolyLearn quiz. 3. Complete Task 1 of Activity 8-2.	Activities 8-1 (p. 197), 8-2 (p. 217). <i>Exam 1 review.</i>
Mon – 1/27/14	EXAM 1	Prepare for Exam by reviewing SCCL modules 1, 2, 3, 5, 6, & 8, class lectures/activities' notes.	
Wed – 1/29/14	Work Teams and Effectiveness - Module 11	1. Read: Module 11, pp. 289-303. 2. Take Module 11 PolyLearn quiz.	Activity 11-2 (Artic Survival).
Mon – 2/3/14	Work Teams and Effectiveness - Module 11 (cont'd)	1. Complete Task 1 of Activity 11-4. 2. <i>Team assignment: Each team will turn in a one-page write-up listing the company selected for their team project, along with a summary of why that company was selected by the team, and the process used to make that selection.</i>	Activity 11-3 (p. 307) and 11-4 (p. 315).
Wed – 2/5/14	Group Decision Making, Development and Performance - Module 12	1. Read Module 12, pages 329-344.	Activities 11-3 (p. 307) and 12-2 (p. 328).
Mon – 2/10/14	Group Decision Making, Development and Performance - Module 12 (cont'd)	1. Read Module 12, pages 329-344. 2. Take Module 12 PolyLearn quiz. 3. Complete Task 1 of Activity 12-3. If you are in Teams 1 through 4, complete Task 1A. If you are in Teams 5 through 7, complete Task 1B.	Activity 12-3 (p. 348) and 12-4 (p. 353).
Wed – 2/12/14	Organization and Work Design -	1. Read Module 13, pages 357 and 364-384. 2. Take Module 13 Poly Learn quiz.	Activity 13-3 (p. 393) and 13-2 (p. 387).

	Module 13	<p>3. <u>Team assignment:</u> <i>Each team will prepare Activity 13-3 (p. 393-394):</i></p> <ul style="list-style-type: none"> <i>The proposals (Task 2a) are due at the beginning of class.</i> <i>Teams should also prepare a 5-7 minute presentation with your team's recommended organizational structure, pay system, and work allocations. <u>Two teams will be randomly selected to present their recommendations to the class.</u></i> 	
Mon – 2/17/14	No Classes	Washington's Birthday	
Wed – 2/19/14	Creativity and Innovation - Module 14	<p>Read Module 14, pages 397-412.</p> <p>2. Read Activity 14-1 (3M's Post-it Note Pads case), and complete Task 1.</p>	Activity 14-1 (p. 397).
Mon – 2/24/14	Creativity and Innovation - Module 14 (cont'd)	1. Take Module 14 Poly Learn quiz.	<p>Activities 14-2 (p. 415) and 14-4 (p. 417).</p> <p>Web creativity exercises</p>
Wed – 2/26/14	Organizational Culture - Module 15	<p>1. Read Module 15, pages 424-434.</p> <p>1. Take Module 15 Poly Learn quiz.</p> <p>2. Read Activity 15-1 (Troutville Police Department case), and complete Task 1.</p> <p>3. <u>Team Assignment:</u> One member must bring a copy of your team's contract to the next class.</p>	Activity 15-1 (p. 420).
Mon – 3/3/14	Organizational Culture - Module 15 (cont'd)	1. Complete Task 1 of Activity 15-2. <i>Only list 30 symbols</i> (not 100 as shown in the textbook).	<p>Activity 15-2 (p. 424) and Organizational Culture/Business Strategy activity.</p> <p>Team contract review</p> <p><i>Exam 2 review.</i></p>

Wed – 3/5/14	EXAM 2	Prepare for Exam by reviewing SCCL modules 11, 12, 13, 14, and 15, class lectures/activities’ notes.	
Mon – 3/10/14	Team Project	<p><i>No Formal class session.</i></p> <p><u>Team Assignments:</u></p> <ol style="list-style-type: none"> <i>1. Teams are to meet and finalize the team project.</i> <i>2. Teams are to build the team project presentation (<u>no more than 10 minutes</u>).</i> 	
Wed – 3/12/14	Community Learning From Team Projects and Course wrap-up.	<ol style="list-style-type: none"> 1. Complete the peer evaluation form (posted on Poly Learn) for each group member. <p><u>Team Assignment:</u></p> <ol style="list-style-type: none"> <i>1. Each team is to prepare <u>no more than a 10-minute</u> presentation about your selected company.</i> <i>2. Each team will turn in their Team Project documents as described in the Team Project section of the Syllabus.</i> 	<p>Complete the peer evaluation form (posted on Poly Learn) for each group member.</p> <p>Course evaluations.</p> <p>Team presentations.</p>