Organizational Behavior and Leadership
Management 6055-901 (Reference Number 23079)
Winter, 2023; 6:30 p.m.-10:20 p.m., W
BSN 123

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Course Description

This course is intended to provide a foundation for the study of organizations and organizational behavior. It will familiarize participants with existing research, theories, models, concepts and issues in the field of Organizational Behavior. It will provide the necessary academic background for further study in areas such as organizational theory, human resource management, leadership and interpersonal relations at work, organizational change and development, and related fields. Because the content of Organizational Behavior is derived mostly from research in work organizations, it will apply directly to organizational problem solving and career management issues.

The usual pedagogical approach in the class emphasizes active involvement of all participants. Classroom sessions are structured around conceptual issues and will include videos, case analyses, experiential exercises, point-counterpoint discussions, self-assessment questionnaires, and other tools to promote active learning. If the course is successful, you will learn something about yourself and the field of study. As necessary, we will make adjustments to pedagogy to accommodate public health risks.

Course Reading

Colquitt, Jason A., LePine, Jeffrey A., and Wesson, Michael J. 2023. *Organizational Behavior*. New York: McGraw-Hill (8th Edition). ISBN: 978-1-264-12435-0

The textbook is available in the campus bookstores and through on line book sources. Electronic versions of the book may be available but cannot be used during open book, open notes exams and quizzes. That is, no cell phones, tablets, laptops or other electronic devices are permitted. Selected articles and book chapters from the literature on human behavior in organizations are also required reading. They will be available as PDF files on Canvas. *Discussion Topics and textbook chapters are listed on p. 5 and required and optional advanced Canvas Readings are listed at the end of this Syllabus, pp. 7-11.*

Course Requirements

The final grade will be computed as a weighted average of (1) a multiple-choice, short answer, essay type midterm exam--30%; (2) a multiple-choice, short answer, essay type final exam—50%; and (3) active participation in all class sessions and activities, including quizzes and other written exercises—20%. The exams will cover all required readings and class material. Active participation will be evaluated based on presentations and in depth discussions of the assigned readings. Preparation for each class is essential and attendance is the baseline indicator of active participation. If a class member's participation has not been satisfactory, his or her final grade will be adjusted downward. If a class member's participation has been highly effective, his or her final grade will be adjusted upward. Each class member is expected to fulfill a positive leadership role in the class. A group bonus is applied to grading when it is demonstrated that the class consistently operates as a high-performance team.

We cannot give make-up exams or quizzes. It is impossible to ensure fairness when make-up exams or quizzes are given and it is practically impossible to accommodate the schedules of all the diverse students taking classes.

Canvas

We will post all course material, syllabi, instructions, assignments, and related communications on Canvas. USF expects each student to engage fully with the course and with all course content posted on Canvas or distributed in other ways.

Classroom Etiquette

In our learning environment, we strive to create an atmosphere of mutual respect and professionalism. So, please abide by the following norms specified by the professor and USF. (1) Arrive on time--late arrivals are disruptive to the professor, to the conduct of the course, and to your fellow classmates. (2) Unless there is a personal emergency, show respect for our learning environment, the professor, and your fellow classmates by not leaving the classroom during our 90-100 minute periods. (3) Turn off your cell phones and other communication devices before you enter the classroom—no calls, texting, web surfing, etc. (4) Avoid side conversations during the class since they can be distracting to the professor and other class participants. Recording of class sessions is not permitted because it can violate the privacy rights of students and because it can be disruptive and inhibit creativity and the free exchange of ideas.

Disruption of the Academic Process

Disruptive students in the academic setting hinder the educational process. USF defines disruption of the academic process as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the professor (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

USF prohibits misconduct on the premises of all campuses of the USF System. USF defines misconduct as any behavior that adversely affects the University community and/or the pursuit of its mission. This applies directly to the classroom, including virtual classroom meetings. Please acquaint yourself with: http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf

Group Work Policy

Everyone will be required to participate fully in group presentations and other exercises in class. We will assign students to groups randomly.

Extra Credit, Rewrites, and Late Work Policies

Over the course of the semester, there will be numerous opportunities to demonstrate mastery of the material. You will be able to contribute to the course in ways that establish a grade reflecting high achievement. Therefore, we will probably not offer extra credit assignments and we will not authorize rewrites or permit late work.

No Unauthorized Personnel Allowed in Physical or Virtual Classrooms

http://regulationspolicies.usf.edu/regulations/pdfs/proposed-regulation-usf4.0140-trespassing-loitering-revised-021111.pdf prohibits other than registered students and invited guests from being present in the physical and virtual classrooms.

Policy on Incomplete Grades

An "I" grade indicates incomplete coursework and may be assigned to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. We will give an incomplete grade only after full discussion of the relevant issues with the professor and only if the circumstances a student is facing are considered serious enough to compromise the student's performance in the class markedly.

Academic Fraud and Integrity of Students

USF defines and discusses Academic dishonesty in the University's Undergraduate Catalogue (see Pages 44-46 or see www.ugs.usf.edu/catalogs/0001/ADADAP.HTM). Academic dishonesty of any type will result in, at a minimum, an "F" for the assignment and may, depending upon seriousness, result in an "F" for the course and dismissal from the University. We cannot tolerate academic fraud, be it cheating, plagiarism, or any other form of dishonesty. Academic fraud interferes with open and honest exchange in the classroom. Because of this, we must work to strongly deter academic fraud.

Turnitin Policies and Plagiarism Checks

Submitting assignments to the SafeAssign Global Reference Database allows your paper to be checked for plagiarism against all papers submitted to USF and other institutions. This ensures and protects the originality of your work. Turnitin also checks your written work for plagiarism against all published sources and internet sources. Become familiar with plagiarism restrictions and norms and be very careful to cite properly any sources you use in formulating your answers. If you incorporate exact words from another source or person into your own writing, be sure to use quotation marks correctly and appropriately. It is very important that you neither accidentally nor intentionally plagiarize any other source because this will result in serious academic consequences, including possible expulsion from USF.

Students with Disabilities

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Student Academic Grievance Procedures

USF has procedures in place for students with academic grievances. These can be found at http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf

Gender-Based Crimes

Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the Counseling Center (813-974-2831) and Student Health Services (813-974-2331).

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).

Availability of Internships

For students interested in internships, please see the following website:
www.usf.edu/business/student-success/internships/

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and ALERTUSF messages for important general information (USF Policy 6-010).

For other relevant USF Core Policy Statements, see

https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

Discussion Topics**

2/8	Introduction to Course and Field of Study Why Study Organizational Behavior? (BSN 123)	Ch. 1; Reading List
2/15	Evidence-Based Management People Centered Organizational Systems Organizational Citizenship Behavior and Job Satisfaction (BSN 123 or Online Class, TBD)	Ch. 1; Reading List Ch. 1; Reading List Ch. 2, 30-37; Ch.4; Reading List;
2/22	The Individual: Biographical Characteristics The Individual: Abilities (BSN 123)	Ch. 11, 373-376; Reading List Ch. 10; Reading List
3/1	The Individual: Personality The Individual: Personal Values and Development (BSN 123)	Ch. 9; Reading List Ch. 9; Reading List
3/8	The Individual: Classic Theories of Motivation The Individual: Flow and Intrinsic Motivation Theory (BSN 123) Exam I (75 Minutes)	Ch. 6; Ch. 4, 96-101 Reading List
3/15	Winter/Spring Break	
3/22	The Group: Roles The Group: Cohesiveness, Norms and Synergy (BSN 123)	Ch. 11; Ch. 12; Reading List Ch. 11; Ch. 12; Reading List
3/29	The Group: Supportive Communication The Group: Self-Fulfilling Prophecies (BSN 123)	Ch. 12; Reading List Reading List
4/5	The Organization: Leadership (Presentations) (BSN 123 or Online Class, TBD)	Ch. 14; Reading List
4/12	The Organization: Culture (BSN 123)	Ch. 16; Reading List
4/19	Final Exam (90 Minutes)	
4/26	Test-Free Week	
5/3	No Class	

**To prepare for class discussions, please read material from the textbook listed above (p. 5) and also material assigned on the Reading List (pp. 7-11). For example, for the first week of class, we will discuss Chapter 1 from the textbook. There are no additional required readings. For Week 2, we will discuss material from Chapters 4 and 2, the book chapter on evidence-based management by Pfeffer & Sutton (2006), and the articles by Pfeffer & Veiga (1999) and Bolino & Turnley (2003). Items identified as "Optional Advanced" are for your own use and are not a required part of the course. Readings that are not in your textbook will be posted on Canvas in a Folder entitled "Articles and Book Chapters."

For any online class sessions, connect through *Microsoft Teams* on Canvas (or another communication platform specified by the Professor) by clicking on the 6055 course icon and the Microsoft Teams Classes Link at the scheduled time. For live, in person classes, meet in BSN 123 at the scheduled time.

SEE READING LIST BELOW

CANVAS READING LIST: ARTICLES AND OTHER SOURCES**

1/11   No Class

1/18   No Class

1/25   No Class

2/1   No Class

2/8   Graduate Management Admissions Council (2020). *Corporate Recruiters' Survey*,
         Impact of COVID-19 on the Hiring of Business School Graduates. [Optional advanced
         reading].

         Malone, N. (2022). The age of anti-ambition. *New York Times Magazine*, pp. 1-7 [Optional
         advanced reading].

         Tong, G.C. (2022). From 'antiwork' to 'act your wage'—more disgruntled workers flocked to
         Reddit in 2022. *CNBC*, 5 pages. [Optional advanced reading].

2/15   **Pfeffer, J. & Sutton R. I. (2006). Why every company needs evidence-based management. In
         J. Pfeffer & R.I. Sutton, *Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from
         Evidence-Based Management*. Boston, Massachusetts: Harvard Business School Press. Pp.
         3-27.

         Rynes, S.L. & Bartunek, J.M. (2017). Evidence-based management: Foundations,
         development, controversies and future. *Annual Review of Organizational Psychology and
         Organizational Behavior*, 4: 235-261. [Optional advanced reading].

         Dietz, J. et al. (2014). Teaching evidence-based management with a focus on producing local
         evidence. *Academy of Management Learning and Education*, 13: 397-414. [Optional
         advanced reading].

         **Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. *Academy of
         Management Executive*, 13, No. 2: 37-48).

         Ehrnrooth, M. et al. (2023). High-performance work system and transformational leadership.
         International Journal of Human Resource Management, 34, In press. [Optional advanced
         reading].

         Chadwick & Flinchbaugh (2021). Searching for competitive advantage in the HRM-Firm
         Performance Relationship. *Academy of Management Perspectives*, 35: 181-207. [Optional
         advanced reading].

         Guiso, L., Sapienza, P. & Zingales, L. (2015). The value of corporate culture*. Journal of
         Financial Economics*. 117: 1-17. [Optional advanced reading].

         **Bolino, M.C. & Turnley, W.H. (2003). Going the extra mile: Cultivating and managing
         employee citizenship behavior*. Academy of Management Executive*, 17, No. 3: 60-71.

2/22   Ng, T.W.H. & Feldman, D. (2012). Evaluating six common stereotypes about older workers with meta-analytical data, *Personnel Psychology*, 65: 821-858. [Optional advanced reading].

Hsu, N. et al. (2021). Gender, "masculinity," and "femininity": A meta-analytic review. *Psychological Bulletin*, 147 (10): 987-1011. [Optional advanced reading].

**Schmidt, F.L. & Hunter, J. (2004). General mental ability in the world of work. *Journal of Personality and Social Psychology*, 86 (1): 162-173. [pp. 163-168; Tables, 2, 4, 5; Figure 2].

Moreau, D. (2022). How malleable are cognitive abilities? A critical perspective on popular brief interventions. *American Psychologist*, 77: 409-423. [Optional advanced reading].

Brady, G.M. et al. (2019). Examining the nomological network of work ability and its role in organizational research. *Journal of Applied Psychology*, 105: 637-670. [Optional advanced reading].

Gonzalez-Mule, E. & Mount, M.K. (2014). A meta-analysis of the relationship between general mental ability and nontask performance. *Journal of Applied Psychology*, 99: 1222-1243. [Optional advanced reading].

Cote, S. (2014). Emotional intelligence in organizations*. Annual Review of Organizational Psychology and Organizational Behavior*, 1: 459-488. [Optional advanced reading].

Davis, S.K. & Nichols, R. (2016). Does emotional intelligence have a "dark" side? A review of the literature*. Frontiers in Psychology*, 7: 1316 (10 pages). [Optional advanced reading].

MacCann, C. et al. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146: 150-186. [Optional advanced reading].

Hoemann, K. et al. (2021). Expertise in emotion… mental representation of emotional experience. *Psychological Bulletin*, 147: 1159-1183. [Optional advanced reading].

3/1   **Schmidt, F.L. & Hunter, J. (2004). General mental ability in the world of work. *Journal of Personality and Social Psychology*, 86 (1): 162-173. [Pages 168-170].

**Behling, Orlando. (1998). Employee selection: Will intelligence and conscientiousness do the job? *Academy of Management Executive*, 12 (1): 77-86.

**Elliott, B. (Oct. 23, 2016). The reason introverts make better leaders. *Huffington Post*: 1-2.

LeBreton, J. M. et al. (2018). The dark triad and workplace behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 5: 387-414. [Optional advanced reading].

Hunt. E. (2021). What personality are you? How the Myers-Briggs test took over the world. *The Guardian*, August 31. 1-5. [Optional advanced reading].

Deloitte Global (2022). Striving for balance, advocating for change. *The Deloitte Global Gen Z and Millennial Survey*, May 22. [Optional advanced reading].

Ovalle, M. (2018). Generation Z vs. Millennials: What makes them tick? *Boss Magazine*, 1-5. [Optional advanced reading].

Schroth, H. (2019). Are you ready for Gen Z in the workplace? *California Management Review*, 61(3): 5-18. [Optional advanced reading].

Pinsker, J. (2020), They've come up with another generation label (Alpha). *The Atlantic*, 1-9. [Optional advanced reading].

Lin, Y. et al. (2022). Supervisor bottom-line mentality and team performance. *Human Relations*, 75: 349-372. [Optional advanced reading.

3/8   ==**Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review*, 76, No. 3, 108-119.==

Kim, J.H. et al. (2022). Do financial incentives help or harm performance in interesting tasks? *Journal of Applied Psychology*, Advance online publication. 15 pages. [Optional advanced reading].

==**Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54: 821-827.==

Norsworthy, C. et al. (2021). Advancing our understanding of psychological flow. *Psychological Bulletin*, 147: 806-827. [Optional advanced reading].

Ryerson, J. (2017). "Surfing with Sartre": Does riding a wave help solve existential mysteries? *New York Times Review of Books*, August 18. 3 pages. [Optional advanced reading].

Csikszentmihalyi,M, Khosla, S. & Nakamura, J. (2017). Flow at work. Chapter 7 from L.G. Oades et al. (Eds.), T*he Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work.* New York: Wiley Online Library. Pp. 99-109. [Optional advanced reading].

Csikszentmihalyi,M. (2014). Flow. Chapter 15 from *Flow and the Foundations of Positive Psychology.* New York: Springer.   Pp. 227-236. [Optional advanced reading].

Csikszentmihalyi,M. (2014). The concept of flow, Chapter 16; Flow with soul, Chapter 17 from *Flow and the Foundations of Positive Psychology*. New York: Springer. Pp. 239-263; Pp. 264-278. [Optional advanced reading].

Kotler, S. (2014). The science of peak performance. *Time Magazine*, April 29. 3 pages. [Optional advanced reading].

EXAM I

3/15   Winter/Spring Break

3/22   Driskell, T. et al. (2017). Team roles: A review and integration. *Small Group Research*, 48: 482-511. [Optional advanced reading].

           Tai, K. et al. (2022). Gender, bottom-line mentality, and workplace mistreatment: The roles of gender norm violation and team gender composition. Journal of Applied Psychology, In press. 12 pp. [Optional advanced reading].

           Rios, K. & Mackey, C.D. (2022). Group cohesion. *Oxford Research Encyclopedia of Psychology*, Pp. 1-23. [Optional advanced reading].

           Rosh, L., Offermann, L.R. & Van Diest, R. (2012). Too close for comfort? Distinguishing between team intimacy and team cohesion. *Human Resource Management Review*, 22: 116-127. [Optional advanced reading].

           Chiu, C-Y. (2022). Team helping norms. *Human Relations*, 75: 502-531. [Optional advanced reading].

           Breuer, C. et al. (2020). Trust in teams: A taxonomy of perceived trustworthiness factors and risk-taking behaviors in face-to-face and virtual teams. *Human Relations*, 73: 3-34. [Optional advanced reading].

           Mullen, B. & Copper, C. (1994).The relation between group cohesiveness and performance: An integration. *Psychological Bulletin*, 115 (2): 210-227. [Optional advanced reading].

           **Van Den Hout, J. et al. (2018), The conceptualization of team flow. *Journal of Psychology*, 152: 388-423.   [Read first several pages to get the concept and look at Figures 1 and 2, p. 402].

           **Druskat, V. U. & Wolff, S. B. (March 2001). Building the emotional intelligence of groups [teams]. *Harvard Business Review*, 79: 80-90.

3/29   **Whetton, D. & Cameron, K. (2020). Building positive interpersonal relationships by communicating supportively. From *Developing Management Skills*, New York: Pearson. Pp. 238-265.

           Yip, J. & Fisher, C.M. (2022). Listening in organizations: A synthesis and future agenda. *Academy of Management Annals*, 16: 657-679. [Optional advanced reading].

           McNatt, D. B. (2000). Ancient Pygmalion joins contemporary management: A meta-analysis of the results. *Journal of Applied Psychology*, 85 (2): 314-322. [Optional advanced reading].

           Anteby, M. & Chan, C. (2018). A self-fulfilling cycle of coercive surveillance. *Organization Science*, 29: 247-263. [Optional advanced reading].

           **Morrison, S. (2014). The Pygmalion effect: How leaders and managers can create a virtuous cycle of self-fulfilling prophecies. *Talent Management 360*, pp. 1-10.

Karakowsky, L., DeGama, N. & McBey, K. (2012). Facilitating the Pygmalion effect: The overlooked role of subordinate perceptions of the leader. *Journal of Occupational and Organizational Psychology*, 85: 579-599. [Optional advanced reading].

Shim, S., Livingston, R.W., Phillips, K.W. & Lam, S.S.K. (2021). The impact of leader eye gaze on disparity in member influence. *Academy of Management Journal*, 64: 1873-1900. [Optional advanced reading].

4/5   Siangchokyoo, N. et al. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *Leadership Quarterly*, 31: 1-18. [Optional advanced reading].

**Walter, F., Cole, M.S. & Humphrey, R.H. (2011). Emotional intelligence: Sine quo non of leadership or folderol? *Academy of Management Perspectives*, 25: 45-59.

4/12   Glass, V. (2021). Culture clash and the failure of the AT&T/Time Warner merger. *Rutgers Business Review*, 6: 350-365. [Optional advanced reading].

Tan, B-S. (2019). In search of the link between organizational culture and performance: A validity perspective. *Leadership & Organization Development Journal*, 40: 356-368. [Optional advanced reading].

Daus, C.S. et al. (2012). We are all mad in Wonderland: An organizational culture framework for emotions and emotional intelligence research. In N.M. Ashkanasy, C.E.J. Hartel &W.J. Zerbe (Eds.), *Experiencing and Managing Emotions in the Workplace (Research on Emotion in Organizations*, Volume 8). Emerald Group Publishing. Pp. 375-399. [Optional advanced reading].

**Ashkanasy, N.M. & Daus, C.S. (2002). Emotion in the workplace: The new challenge for managers. *Academy of Management Executive*, 16, No. 1: 76-86

4/19   FINAL EXAM

4/25   Reading Day, No Class (Test Free Week)

5/3   No Class

**Indicates required reading to be prepared in advance of the class session for which it is assigned.