San José State University

Lucas College and Graduate School of Business

School of Management

BUS 161A – Applied Organizational Behavior

Course Number 21984, Section 03, Spring 2016

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Office Hours:	MW 1:30-2:30
Class Days/Time:	MW 12:00-1:15
Classroom:	BBC 021
Prerequisite:	Instructor's permission

COURSE DESCRIPTION
As members of many types of organizations throughout our lives, we are all affected at some time by internal organizational dynamics. These dynamics consist of the behaviors of individuals and groups as they work and interact together within the organization. In some cases, this "organizational behavior" may generate an environment that is pleasant to function within and highly conducive to effective work processes. In other cases, it may create an unpleasant and dysfunctional work environment. To help us understand and address these issues, the field of organizational behavior has developed as the study of the behavior of individuals and groups in organizations. This course will introduce the main ideas and concepts of organizational behavior, and provide a basic understanding of current theories, principles, and practices concerning its management. The intent is for students to gain knowledge that will help them attain greater self-awareness and confidence in self-management, and prepare them for successful careers and satisfying life experiences.

OBJECTIVES
The objectives of this course cover six areas as follows:
1. Help students to understand organizational behavior issues and consequently to be able to more effectively manage themselves and others at work.
2. Provide the most up-to-date, relevant, and applicable information available in the field of organizational behavior.
3. Prepare students for life at work after graduation. Engage students actively (rather than passively) in the learning process through class discussion, current events discussions, group presentations, debates, and engagement with guest speakers.
4. Expose students to terminology and jargon commonly used in organizations and popular literature so that they may break the "jargon barrier" and begin/continue the process of keeping abreast of current issues.
5. Improve students' communication and interpersonal skills, and confidence, and allow them an opportunity to learn through working in a group.

COURSE FORMAT

The format of the course will be lecture and discussion. Students are expected to read and understand the assigned material before coming to class. We will use class time to process material at a higher level and talk about its practical applications. Study groups and sharing of notes and ideas are strongly encouraged; students often learn best by working with their classmates in studying and processing material.

TEXT

Uhl-Bien, M. and Schermerhorn, J. *Organizational Behavior*, 13th ed., John Wiley & Sons, ISBN: 978-1-119-08650-5. (custom paperback edition)

INDIVIDUAL AND TEAM EXAMS

Exams are given on both an individual and team basis. Exams will principally consist of multiple choice and short discussion questions. Students are responsible for being prepared on all material listed on the syllabus or covered in class. This includes material in the text, topics discussed in class, class exercises, additional assigned readings, videos, and presentations by guest speakers. There will be two Mid-term Exams, each covering the assigned reading. The Final Exam will be comprehensive, but will focus on the material covered since the prior mid-term exam.

For the team exam, students will have first taken the exam on an individual basis, marking answers on their exam and transcribing them to their Scantron. They will not discuss the individual exam with team members as they are taking the individual exam. When they complete the individual exam, they will turn in their exam and Scantron. After the individual exam, students will take the team exam. For the team-based exam, students will sit with their teams. The instructor will return their ungraded exam paper (not their Scantron) that they just completed. Each team will collaborate on what they feel is the right answer for each question and mark up a new team-based Scantron with their team name on it. A composite grade will be determined for an exam based on the Individual Exam weighted at 80% and the Team Exam weighted at 20%. A student's team-based grade will be increased a maximum of 10 points from their individual exam.

HOMEWORK QUIZZES

There will be Quizzes posted on Canvas on the assigned reading material throughout the course and will be conducted on an open book basis. To take the quizzes, students will have to have the LockDown Brower feature downloaded to their computer. If they have difficulty doing this, they can take a quiz at the Computer Lab on the 3rd floor of the BBC.

INDIVIDUAL ASSIGNMENTS

There will be two individual assignments during the semester as described below.

Informational Interview, Exploring an Occupation – This part of the course will engage students in interviewing techniques, listening, asking engaging questions, and drawing insights from the information gained during the interview on a career field of interest. A 2-page typewritten report of their interview is to be turned into class on the due date and also uploaded to Canvas. The steps students are to take on their Informational Interview project are as follows:
1. Research career choices at http://online.onetcenter.org.
2. Network to identify someone to interview in the field of interest.
3. Conduct the interview asking questions in such areas as: how they got their job, what they like/dislike about the career area, challenges experienced growth opportunities they see, etc. You can also do an online search on "informational interviews" to gain added suggestions.

The report of the Information Interview should include an analysis of the communication process that took place. See Chapter 9. Additional guidance is provided in Canvas and will be discussed in class.

Self-Assessment Project – Another key objective of the course is for students to develop insights into their own behavior and attitudes in the context of working with others and in organizations. To this end, students are to perform the assessments in each chapter of the text, reflect on the results, and prepare a report of their findings. The type written report should be approximately 8 pages in length not including cover, table of contents, and appendix and cover the following areas:

1. Summary of the findings from the assessments conducted.
2. What these findings mean in terms of the student's career directions.
3. New insights discovered from doing these assessments.
4. Changes the student wants to make as a result of the insights gained.
5. Steps they foresee taking to make personal changes.

Additional guidance is provided in Canvas and will be discussed in class.

TEAM ASSIGNMENTS
Students will have the opportunity to study and perform within a team in the course. There are three team assignments that are described below.

Organization Culture Profile - Each team will select one of the following companies (teams are to select different companies for the CEO Profile and the Organizational Culture Profile): Google, Zappos, Southwest Airlines, Hewlett Packard, Xerox, W.L. Gore, DuPont, Procter & Gamble, or an alternative approved by the instructor. Teams are to investigate and prepare a report and presentation about the culture of the organization. The report must include answers to at least the following questions:

1. What is the culture of the organization?
2. How do you know that this is the culture (i.e., what are the signs of the culture)?
3. What caused the organization to have this culture?
4. What is the effect of the culture on the organization, the employees, and on society (make sure you address all three groups)?
5. Can the culture be changed in adapting to changes in the external environment?

The report must be professionally written and well organized. It should be a minimum of 5 pages excluding cover, table of contents, and list of references. Reports must include a list of sources used. Students are encouraged to access resources from the company, and to contact organizational members as part of their research.

Each team will present an overview of their findings to the class. Each team will have ten minutes to present. The effectiveness of this presentation within the time limit will be included as part of the grade. Each student in the group should present. For students not used to speaking before groups, this is a great opportunity to hone your public speaking skills.

CEO Profile - Each team will select one of the following CEOs/leaders (group must select different companies for the CEO Profile and the Org Culture Profile): Larry Page (Google), Tony Hsieh (Zappos), Gary Kelly (Southwest Airlines), Meg Whitman (Hewlett Packard), Ursula Burns (Xerox), Terri Kelly (W.L. Gore), Ellen Kullman (DuPont), Bob McDonald (Procter & Gamble), or an alternative approved by the instructor. Teams are to investigate and prepare a report about the leadership style and effectiveness of the selected CEO.
The report must include answers to at least the following questions:

1. What is the background of the CEO (briefly!)?
2. What is the CEO's leadership style and philosophy?
3. What are the leader's values?
4. What are the person's greatest strengths? Weaknesses?
5. If you had to describe one quality that contributes most to this leader's success, what would it be?
6. What can you learn from studying this leader?

Students will also present an overview of their findings to the class. Each group will have 10 minutes. The effectiveness of this presentation within the time limit will be included as part of the grade. <u>Each student in the group should take part in the presentation.</u>

<u>In-Class Exercises</u> – Students will sit with their teams in class and discuss cases assigned. For each case or exercise, a spokesperson will be appointed to make a short presentation to the class on the results of the team's discussions.   Each team will also turn in a handwritten discussion of the team's results, along with the names of members present. For members not present, a grade of zero will be assigned. Selection of a spokesperson should be rotated among team members. Also, some exam questions will be developed around these in-class exercises.

TEAM PROCESS EVALUATIONS

<u>Peer Feedback -</u> Periodically the instructor **will require each team member to provide feedback on to their other team members.** The purpose of this process is to provide developmental feedback to your teammates. This feedback should address the positive features of the individual's contribution to the team and any problem areas the individual may have. You should also discuss specific changes that need to be made to improve team performance. You will be given time in class to meet with your group and discuss the feedback. If there are problems in the group, it is *expected* that you will discuss these problems in a constructive fashion and identify ways to fix any problems before the next team project. <u>The effectiveness of this feedback process will be a part of each student's class participation grade.</u>

<u>Confidential Peer Evaluation -</u> At the end of the semester, students will complete a Peer Evaluation on each member of their team, including themselves. The evaluations will be used to adjust grades on team assignments. For example, if the evaluation you receive from your team averages to 90%, then you will receive only 90% of the points your team earned on all assignments. The instructor reserves the right to alter scores that may be unfair.

EXTRA CREDIT (Current Events Article and Presentation, "OB in the News")
Students may earn up to 2 points extra credit added to their final grade by doing research to find a current events article that relates to the field of organizational behavior. The objective is to demonstrate how organizational behavior relates to everyday life. Students are to find and report on a timely and relevant article on a topic in the field of organizational behavior (e.g. teams, motivation, leadership, communications, organization culture, individual behavior, etc.). This article should come from an established newspaper, business magazine, or periodical. Articles from websites, blogs, etc., that are not established journalistic sources are not acceptable. Your report on the article should be 1 to 2 pages in length and include: title of the article, source, author, date, and a brief summary of the content, explanation of why you selected the article, how the article relates to the topic chosen, and what you learned from the article. You will give a short presentation (3 minutes) to the class on your chosen article.

MAKE-UP POLICY
No make-up exams or assignments will be given. If a student misses an exam or assignment, he/she will receive a zero for that portion of the grade. In cases of emergencies student should notify the instructor <u>prior</u> to the exam. Any student who calls or arrives after the exam has been administered and says they have missed the exam will receive a zero. **All deadlines will be strictly enforced.**

GRADING POLICY

Evaluation of student performance will be accomplished as shown below.

Course Requirements	Weight	
Exams and Quizzes		55%
Mid-term 1	15%	
Mid-term 2	15%	
Final Exam	20%	
Online Quizzes	5%	
Individual Assignments		20%
Informational Interview	5%	
Self-Assessment Project	15%	
Team Assignments		25%
Organization Culture Report (70%) & Presentation (30%)	10%	
CEO Profile Report (70%) & Presentation (30%)	10%	
Team In-Class Exercises and Participation	5%	
Extra Credit: Up to 2 points added to final grade for the assignment, "OB in the News"		

Grade Distribution - Numerical percentages are converted to letter grades based on the table below. Note, there is no grading on the curve.

A+: 98%-100%	**A**: 94%-97%	**A-**: 93%-90%	**B+**: 89%-87%
B: 86%-84%	**B-**: 83%-80%	**C+**: 79%-77%	**C**: 76%-74%
C-: 73%-70%	**D+**: 69%-67%	**D**: 66%-64%	**D-**: 63%-60%
F: Below 60%			

STUDENT COURSE RESOURCES

Students are expected to take full advantage of the following resources to enhance attainment of student learning objectives:

1. **Canvas** - Copies of course materials, team project assignments, writing and research requirements, and other course materials can be found at https://sjsu.instructure.com.
2. **Publisher's Student Site** - A publisher's companion website for students is available at edge.sagepub.com/nahavandi. This Student Website helps students accelerate their learning of course concepts though various practice tools to reinforce learning.
3. **Study Groups** – One of the best ways to accelerate learning is through the synergy of a study group. Students are encouraged to use their assigned group for purposes of studying together to reinforce the materials in the textbook.
4. **Martin Luther King Library** – The MLK Library is an excellent source for research. Our librarian is Diana Wu. Contract: Diana.wu@sjsu.edu, 808-2087.
5. **Meeting with Instructor –** Professor Musgrave is available by email and during office hours to answer any questions and to help on an individual or group basis. Students can drop by his office during regular office hours or arrange for a special meeting via email.

CLASSROOM ETIQUETTE

It is incumbent on each student to respect the rights of others. Please observe the following:

1. Be on time. If you are late, come in quietly so that you do not disturb others.
2. Do not hold side conversations when other students or the instructor are addressing the class.
3. Turn cell phones off or put them on vibrate mode while in class. Do not answer your phone or text in class.
4. Computers are permitted in class for class-related activities. These include note-taking on the lecture and during presentations. Computers are not to be used for other purposes. When in class, you are to focus on and be actively engaged in class activities.

INSTRUCTOR'S BACKGROUND
Professor Musgrave has DBA and MBA degrees from The George Washington University in Washington, D.C. He has lectured and operated in numerous countries in Asia, Latin America, Europe, and Eastern Europe. Formerly, he was the president & CEO of The Enterprise Network (TEN) of Silicon Valley where he mentored startups and managed a technology commercialization program with NASA. He has been an executive in the electronics industry, co-founder of Silicon Valley startup, and is a former U.S. Navy Captain. Students are encouraged to email him at William.musgrave@sjsu.edu.

UNIVERSITY, COLLEGE, AND DEPARTMENTAL POLICIES
1. **Academic integrity statement (from Office of Judicial Affairs):** "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf
2. **Campus policy in compliance with the Americans with Disabilities Act:** "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."
3. **College of Business Policies and Procedures:** Please check at http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm

To ensure that every student, current and future, who takes courses in the **Boccardo Business Center,** has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

1. **Eating:** Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.
2. **Cell Phones:** Students will turn off their cell phones while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.
3. **Computer Use:** In the classroom, faculty allows students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).
4. **Academic Honesty:** Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

COURSE CALENDAR, BUS 161A (03), #21984, SPRING 2016, MW 12:00-1:15, BBC 021
(Note, the course calendar is subject to change with fair notice.)

WK	Class/Date		Subjects	Assignments Due
1	1	2/1	**PART I – INTRODUCTION** Overview of course Meet your team	
	2	2/3	CH1: Introducing Organizational Behavior	Canvas quiz; team question notes
2	3	2/8	CH2: Diversity, Personality, and Values	Canvas quiz; team question notes
	4	2/10	CH3: Perception, Attribution, and Learning	Canvas quiz; team question notes
3	5	2/15	CH4: Emotions, Attitudes, and Job Satisfaction	Canvas quiz; team question notes
	6	2/17	CH5: Motivation	Canvas quiz; team question notes
4	7	2/22	CH5: Motivation	Canvas quiz; team question notes
	8	2/24	**Mid-term 1 on chapters 1-5. Individual Exam**	
5	9	2/29	**Mid-term 1 on chapters 1-4. Team Exam**	
	10	3/2	CH6: Motivation and Performance	Canvas quiz; team question notes
6	11	3/7	CH6: Motivation and Perfomance	Canvas quiz; team question notes
	12	3/9	CH7: The Nature of Teams	Canvas quiz; team question notes
7	13	3/14	**Organizational Culture Presentations**	Team Org Culture report due
	14	3/16	**Organizational Culture Presentations**	
8	15	3/21	CH8: Teamwork and Team Performance	Canvas quiz; team question notes
	16	3/23	CH9: Decision Making and Creativity	Canvas quiz; team question notes
			No classes, Spring Break, 3/28-4/1	
	17	4/4	CH10: Conflict and Negotiation	Canvas quiz; team question notes
9	18	4/6	CH10: Conflict and Negotiation	Canvas quiz; team question notes
	19	4/11	**Mid-term 2 on chapters 6-10. Individual exam**	
10	20	4/13	**Mid-term 2 on chapters 6-10. Team exam**	
	21	4/18	CH11: Communication	Canvas quiz; team question notes
11	22	4/20	CH11: Communication	Canvas quiz; team question notes
	23	4/25	CH12: Power and Politics	**Info Interview report due**
12	24	4/27	CH13: The Leadership Process	Canvas quiz; team question notes
	25	5/2	**CEO Profile presentations**	**Team CEO Profile reports due**
13	26	5/4	**CEO Profile presentations**	
14	27	5/9	CH14: Leader Traits and Behavior Styles	Canvas quiz; team question notes
	28	5/11	CH15: Organization Culture and Innovation	**Self-Assessment report due**
	29	5/16	CH15: Organization Culture and Innovation	Canvas quiz; team question notes
15	30	5/19 0945-1200	**Comprehensive Final Exam -** Individual and team exams with emphasis on material since MT2.	Confidential Peer Evaluations due