Required Materials:

- Articles from Harvard Business Review (On reserve at Library)
- Case Materials from Harvard Publishing. Please note: students are required to purchase cases from Harvard Business Publishing. (Purchases are non-refundable.) The Harvard website and instructions will be on Moodle during the first week of this course. It is significantly cheaper to purchase cases for downloading versus hard copies at other book selling sites.

Course Description:
From the UNCC Catalog: “Behavioral knowledge and skills essential to becoming an effective manager/leader including behavior and motivation in an environment of complexity and rapid change and ethical implications of actions and their effects on demographically diverse and increasingly international work force.”

Course Objectives:
Improve your effectiveness as a manager by providing you with a foundation in topics including decision-making, diversity, work motivation, leadership, group/team dynamics, power/politics, organizational structure, and culture. Reflect on your managerial/leadership style, values, beliefs, strengths, and areas for development. Apply critical thinking and analytical skills to workplace behaviors. Develop your collaborative leadership capabilities. It is my goal for you to leave this course with a practical Manager/Leadership “tool kit” of approaches to more effectively manage/lead the human behavior complexity within your organizations.

Course Pedagogy:
We will make extensive use of the Case Method providing real world examples and a platform for critical thinking and application of the course concepts. Attendance, preparation, and participation are critical to your success in this course. In addition, active learning and experiential learning will augment our class discussions. Expect to be very actively engaged throughout our class sessions.
Course Topics MBAD 6161 Fall 2014:

Class 1

Course Introduction
- Group Introductions
- Review of Course
What is organizational behavior?
Why is knowledge of organizational behavior critical to managers/leaders?

Class 2-6

Management & the Individual
- What roles do managers play in an organization?
- Understanding the impact of individual styles at work.
  - Assessing your style.
  - Working through style conflict.
  - Individual values and ethic.
  - Global impact on style, values, ethics.
  - Complexity of decision making.
- Strategies for effective decision making.
- How to create and sustain job satisfaction, motivation, and commitment in the workplace.

Class 7-11

Group Level & Leadership
- What is leadership?
- Leadership traits, behaviors, models.
  - How to lead authentically.
- Understanding sources and impact of leadership power.
  - Navigating organizational politics.
  - Foundations of group behavior.
- Impact of global workforce on teams.
  - How to create highly effective work groups and teams.
- Understanding the critical role and processes of interpersonal and organizational communication.
  - Working through barriers to communication.
- Power of effective communication in employee satisfaction and change management.
Organizational Level
What are real life examples of organizational level challenges, initiatives, and what role do leaders play?
What is organizational culture?
Assessing organizational culture.
How is culture transmitted to employees?
Strategies to create a positive organizational culture.
Compare and contrast different organizational structures.
Understand the behavioral implication of different organizational designs.

Trends in Organizational Behavior
Book Review Discussions on Current Challenges and Opportunities in Organizational Behavior

Bringing It All Together
Final Exam
# MBAD-6161-U01- Human Behavior in Organizations
## Fall 2014

### Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Robbins Book</th>
<th>Harvard Case</th>
<th>On Leadership</th>
<th>On Managing People</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>Course Intro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Management & The Individual

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Robbins Book</th>
<th>Harvard Case</th>
<th>On Leadership</th>
<th>On Managing People</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>What is a manager?</td>
<td>Alex Sander</td>
<td></td>
<td></td>
<td>91-110</td>
<td>Journal Reflection #1 In the various roles a manager plays, what are your strengths and weaker areas? What are some strategies for your development in the weaker areas?</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Individual Differences and Ethics</td>
<td>Ch. 4</td>
<td>Karen Leary</td>
<td></td>
<td>133-156, 157-176</td>
<td>Complete Style Assessment</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Individual Differences and Ethics Cont.</td>
<td></td>
<td>Jamie Turner</td>
<td></td>
<td></td>
<td>Journal Reflection #2 Based on Grant Article: Are you a “giver” or “taker” and why? How can you help “givers” be more successful at work?</td>
</tr>
</tbody>
</table>

---

84x368 Journal Reflection #2 Based on Grant Article: Are you a “giver” or “taker” and why? How can you help “givers” be more successful at work?
### Group Level & Leadership

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Robbins Book</th>
<th>Harvard Case</th>
<th>On Leadership</th>
<th>On Managing People</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 23</td>
<td>Job Satisfaction, Motivation and Commitment</td>
<td>Ch. 6, 7</td>
<td>Lumen &amp; Absorb Teams</td>
<td>29-50, 51-76</td>
<td></td>
<td>Lumen and Absorb Small Group Case Analysis &amp; Presentations Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td>NO CLASSES Fall Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 14</td>
<td>Communicating, Building Relationships,</td>
<td>Ch. 11, 150-162</td>
<td>Martha Rinaldi</td>
<td>57-97</td>
<td></td>
<td>Group 1 Discussion Leadership: Working with Social Styles Group 2 Discussion Leadership: Understanding and Adapting to Organizational Culture Group 3 Leadership Strategies for Assimilating into a New Organization Class Participation Self-Assessment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Robbins Book</td>
<td>Harvard Case</td>
<td>On Leadership</td>
<td>On Managing People</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Authentic Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Journal Reflection # 5</strong></td>
</tr>
<tr>
<td></td>
<td>Level Five Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What is authentic leadership, why is it important, and what can you do to foster this?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erik Peterson</td>
<td>115-178</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 28</td>
<td>Team Performance</td>
<td>Ch. 8,9</td>
<td></td>
<td></td>
<td>175-194</td>
<td><strong>Army Crew Team</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small Group Case Analysis &amp; Presentations Due</td>
</tr>
</tbody>
</table>

**Organizational Level**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Robbins Book</th>
<th>Harvard Case</th>
<th>On Leadership</th>
<th>On Managing People</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 4</td>
<td>Guest Speaker (s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Prepare questions for guest speaker (s)</strong></td>
</tr>
<tr>
<td>Nov 11</td>
<td>Organizational Culture</td>
<td>Ch. 15</td>
<td></td>
<td></td>
<td></td>
<td><strong>Journal Reflection # 6</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In what type of corporate culture would you be most comfortable? In what ways can you discover a corporation’s culture during your interview process?</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Organizational Structure</td>
<td>Ch. 14</td>
<td></td>
<td></td>
<td></td>
<td><strong>Locate and read an article of your choice relating to virtual organizations.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Journal Reflection # 7</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What are potential challenges of leading a virtual organization? How would you address these?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Class Participation Self-Assessment Due</strong></td>
</tr>
<tr>
<td>Nov 25</td>
<td>Organizational Behavior Trends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Small Group Book Review Analysis and Presentations Due</strong></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Organizational Behavior Trends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Continued Presentations Class Participation Self-Assessment Due</strong></td>
</tr>
<tr>
<td>Dec 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Comprehensive FINAL EXAM</strong></td>
</tr>
</tbody>
</table>
### Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Group Discussion Leadership</td>
<td>10</td>
</tr>
<tr>
<td>Journal Reflection Papers</td>
<td>15</td>
</tr>
<tr>
<td>Lumen and Absorb Group Case</td>
<td>15</td>
</tr>
<tr>
<td>Army Crew Team Group Case</td>
<td>15</td>
</tr>
<tr>
<td>Group Book Review</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
</tr>
</tbody>
</table>

**100 Total Points**

### Letter Grades:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- U = below 70%

### Descriptions of Assignments:

**Rationale for Assignments:**

Your participation in class (including leading discussions), your personal learning reflections, and effective group work is key in this course. Being able to articulate your thoughts and provide analysis is required of successful leaders. Consistently reflecting on your leadership insight and self-awareness is critical to your professional success. The group work in this course is designed to challenge you to work with multiple interpersonal styles, negotiate tasks, manage conflict, understand your role in group dynamics, and effectively function as a high performance team. Effective collaboration is the hallmark of successful leadership. Finally, successful leaders demonstrate skill in distilling information into its most salient application to business issues. Your final exam provides an opportunity for you to synthesize, integrate, and distill a breadth of information into its most salient points applicable to particular scenarios.

Please note that during our first class session I will present my current grading rubrics for the following. We will discuss as a group, so that the final rubric reflects your input. In effect, we will co-create assessment criteria for your grades.

- **Group Discussion Leadership** (Small group prepares and leads a 30 minute discussion on a key concept related to the class session.)

- **Journal Reflection Papers** (Individual, reflective journal writing in response to key learning from the assigned readings and your personal thoughts on how this affects or could affect your leadership. Papers are limited to one page, single-spaced. The goal is for you to distill your thoughts and communicate concisely.)

- **Group Cases** (Collaborative written analysis and presentation of assigned case.)
• **Group Book Review** (Small group, written book review, presenting critical analysis and implications for leaders and the study of organizational behavior.)

• **Final Exam** (Comprehensive integration of your semester’s learning and application.)

Final exam policy: [http://registrar.uncc.edu/calendars/exam.htm](http://registrar.uncc.edu/calendars/exam.htm)

*Note: This is a flexible course schedule. Dr. Smith reserves the right to change this schedule and/or syllabus to accommodate unanticipated events and maximize student learning.*

**Harvard Business Review Articles on Reserve at the Library:**


Kahneman, D., Lovolla, D., & Sibony, O. Before you make that big decision, (June, 2011), vol.89 (6) pp.50-60.


**THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY**

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:
A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases, the course grade is reduced to F.

Belk College of Business Statement on Diversity

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Plagiarism (With permission of Dr. Pugh)

Over the past several years I have noticed a growing problem with plagiarism at both the undergraduate and graduate level. When confronted, students have claimed either (a) ignorance as to what constitutes plagiarism, or (b) that they "just forgot" to include the appropriate citations. The purpose of this document is to make the meaning and definition of plagiarism perfectly clear by providing formal definitions and numerous examples. Its purpose also is to make you aware that this is an issue I take very seriously, and, as such, you should too as you prepare your formal written work for this course.

The material below is taken from the UNCC Code of Student Academic Integrity (on the web at http://www.uncc.edu/policystate/ps-105.html. This is a useful resource if you have any questions regarding plagiarism or other matters of academic integrity. However, the best way to get an answer if you are in any way confused is simply to ask me.

According to the UNCC Code of Academic Integrity: "Plagiarism is use of the distinctive ideas or words
belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge". The two most common areas where plagiarism is an issue come in the use of direct quotations and in paraphrasing.

Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

EXAMPLE: The following is an example of an unacknowledged direct quotation:

Original Source: "To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it." (From Robert M. Duran, Chaucer and the Shape of Creation, Howard University Press, 1967, p. 187.)

Student Paper: "To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it."

Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." or "according to Rousseau . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

EXAMPLE: The following is an example of an unacknowledged paraphrase:

Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshall a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature." (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", University of Virginia Law Review, November 1969, footnotes omitted.)

Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."

Both of the above examples are plagiarized because, in the student's papers, there is no acknowledgement given of the original authors. Reading the student paper gives the impression that those were his/her
thoughts and ideas rather than those of the original author. That, in a nutshell, is the essence of plagiarism.

Here is an example of plagiarism from a student paper here at UNCC. The original article is "Determinants of Job Satisfaction of Municipal Government Employees" by Mark C. Ellickson and Kay Logsdon, in the journal *State and Local Government Review*. The first two paragraphs of the article are reproduced below.

ORGANIZATIONAL SCHOLARS have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

Despite researchers’ and practitioners’ interest in job satisfaction among workers generally, few studies have sought to explain variation in job satisfaction among government employees, especially municipal employees, one of the fastest-growing sectors of the U.S. workforce. Over 11 million people…….

Now, look at the first two paragraphs of the submitted student paper.

Introduction

*Job Satisfaction plays a central role in the study of behavior at work. It is one of the most widely discussed eland enthusiastically studied constructs in Organizational Behavior. The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized) (Ellickson and Logsdon 2001). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).*

*In this project, we studied a workgroup and measured its employees’ job satisfaction and dissatisfaction using Herzberg’s Two-Factor Theory. The scope of the project is to identify the motivator (satisfier) factors and the hygiene (dissatisfier) factors, analyze them and come up with the measurement.*
Criticism of the two-factor theory suggests that the research methodology looked only at satisfaction, not at productivity and that the relationship between satisfaction and productivity is assumed (Robbins 2003). As would be discussed in this paper, we also looked at productivity measured against, the workgroup’s goals and objectives to validate the assumption.

Make sure you understand why this is an example of plagiarism!! First, the student paper takes a direct quote from the article by Ellickson & Logsdon. Although they do include a reference at the end of the second sentence, the passage immediately before the reference should be contained in quotation marks, and a page number from the original source should be provided, because they have taken a direct quote from the original source. The most glaring offence, however, occurs in the 2 sentences following the Ellickson and Logsdon 2001 reference. There is nothing to indicate that the 2 sentences beginning "Satisfied workers also tend..." are anything other than the student's own work. The reader would assume that those thoughts and words were the student's original ideas; that the students had identified the articles by Schnake 1991, Organ and Ryan, 1995, and Spector, 1997, and reached conclusions based on those articles which they wrote in those two sentences. Of course, this is not true. The entire first paragraph is taken straight from the Ellickson and Logsdon article, but there is nothing to indicate this in the student submission.

I include this lengthy discussion because representing the work of another person as your own is serious business. Make sure you understand the basic rules outlined above. And if you have any questions, by all means just ask me. Any instances of plagiarism will be dealt with according to the established rules of UNCC, and penalties may range from failure in the course to expulsion from the University. This is one area where I make no exceptions.