MGMT 102102 Organizational Behavior, 3 Credits
Boston College Summer Session 2016
Summer Session 2-June 27th-August 5th
Mondays/Wednesdays 7-9:15 p.m.

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Office: Fulton 552
Office Hours: Wednesday 6:00 pm –7 pm and By SKYPE appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
Building on research in social psychology, sociology, and management science, this course provides you with a toolkit for understanding individual behaviors, social interactions, and organizational processes. This is a foundational course that helps you navigate the world of organizations and succeed in your future internships and jobs. Classes will include theories, case discussions, professional development workshops, and exercises. The various assignments are designed to help you learn the course material, work in a group, or develop specific practical skills (such as networking, maintaining work-life balance, or negotiating your salary)

Textbooks & Readings (Required)
For this course you will need the following materials:

Canvas: other materials. Over the course of the semester I will also post my PPTs, Cases, and assessments, follow-up readings, and assignment information on this site (listed in the
syllabus as “Canvas”)

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more – all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

Course Objectives  Student’s taking the course will:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Learn fundamental principles, generalizations, and theories
3. Learn to apply course material (to improve thinking, problem solving, and decisions)
4. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquire skills in working with others as a member of a team
6. Develop creative capacities (critical thinking case analysis)
7. Develop skills in expressing oneself orally or in writing
8. Develop a clearer understanding of, and commitment to, personal values
9. Learn to analyze and critically evaluate ideas, arguments, and points of view
10. Acquire an interest in learning more by asking my own questions and seeking answers

Additionally, student’s will demonstrate knowledge, skill and/or competency, across cultural settings and will learn the impact of culture, gender, and age through various case studies as demonstrated by written and oral analysis of OB theory.
Student’s will demonstrate ethical knowledge, skill and/or competency, pertaining to business ethics as demonstrated by case analysis, individual self-reporting testing, and current events discussed in the class.

Grading
The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)  
B+ (3.33), B (3.00), B- (2.67) 
C+ (2.33), C (2.00), C- (1.67) 
D+ (1.33), D (1.00), D- (.67) 
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Re-grading- If you feel that you have been graded incorrectly, I will allow you to contest it. Please notice that re-grading implies that the grade can be adjusted either upward or downward. No requests will be accepted after 5 days from the communication/posting of the assignment results

Extra-credits- There are no extra credit assignments

Grade components- Please note the percentage of your grade that will be determined by each component and the requirements for achieving full marks:
<table>
<thead>
<tr>
<th>Component</th>
<th>% Grade</th>
</tr>
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<tbody>
<tr>
<td>(1) Participation</td>
<td>15</td>
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<tr>
<td>(2) Homework</td>
<td>20</td>
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<tr>
<td>(3) Midterm 1</td>
<td>20</td>
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<tr>
<td>(4) Midterm 2</td>
<td>20</td>
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<td>(5) Group project</td>
<td>25</td>
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</tbody>
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Deadlines and Late Work
Late work will NOT be graded.

Course Assignments
It is expected that you will spend 8.5 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8.5 hours per week over the semester.

(1) PARTICIPATION

In class participation – Part of your responsibility in this class is to contribute to the overall learning by participating to class discussions. At the end of each class, I will take note of your contributions to the class discussion, where the quality of the contribution counts much more than the quantity.

Behavior – My expectations of you are relatively simple. Arrive on time, be well prepared, and behave as if you were in a lively business meeting. Always be respectful of others’ opinions, even if you disagree with them. No open laptops, texting, videogames, side conversations, or ringing cell phones. All these behaviors are not acceptable in class; each time you chat during class, use your laptop, text, or play with your phone, I will deduct 1 point from your final grade.

Attendance – Attendance is required. This course is discussion heavy and often case-based, so poor attendance reflects negatively on you and deprives others’ of your perspective and insights. I will take attendance; each time you are not in class, arrive late, or leave early, I will deduct 1 point from your final grade. Since you might be busy with interviews, I grant you two “hall passes” that you can use at your discretion, no need to notify me in advance. If you have a serious reason for not attending class, please contact the Undergraduate Associate Dean’s office and have them email me. I will then make special arrangements to accommodate your situation. For CSOM students, the Undergraduate Associate Dean is Richard Keeley (Phone: 617-552-3932; E-Mail: richard.keeley@bc.edu)

Here are some general guidelines about participation:
Excellent Participation (A): • Volunteers (extensively, multiple times a day and above and beyond regular participation) relevant information from reading and personal experience, while also accommodating the needs of others to participate • Provides information that moves the discussion forward rather than reiterating what others have said or sidetracking the discussion • High quality completion of all reflection and case papers. • Asks timely questions for clarification or further exploration of the topic at hand •
Demonstrates excellent ability to apply, analyze, and synthesize course material • Demonstrates willingness to take risks in attempting to answer questions that the class finds challenging • Misses class only for an unavoidable emergency

Good Participation (B): • Participates regularly and volunteers in class discussions • Offers comments that are useful and relevant to topics being discussed • Demonstrates ability to apply, analyze, and synthesize course material • Misses classes rarely, such as 1 class in total

Fair Participation (C): • Participates in class discussion when solicited • Offers comments that are relevant to topics being discussed • Attends class regularly, but misses more than others, such as 2 classes in total

Poor Participation (any of the following) (D): • Participates in discussion occasionally and reluctantly • Offers comments that are often irrelevant, inaccurate, and not useful • Misses class frequently, such as 2 or more classes in total

Unacceptable Participation (any of the following) or Non-Participation (F): • Fails to participate, even when solicited • Offers comments that are inappropriate • Offers comments or behaves in ways that are distracting or disruptive • Misses class regularly, such as more than 3-4 classes in total

(2) HOMEWORK

Case analyses – Each case analysis counts 5% of your final grade and needs to be posted on Canvas by the deadline, which is by 6:30 pm of the day of class. For fairness, I will not read and grade late submissions.

General advice for reading and prepping cases- Cases describe situations in which a person or organization is facing a challenging problem/s. They provide some, but usually not all, of the information that was available to the protagonists at the time. Cases are written in a manner that requires the rearrangement and interpretation of this information, including the evaluation of data on the people and organizations involved, as well their opinions, behaviors, and intentions. Many of the facts available are relevant to the solution of the problem presented in the case, but some may be irrelevant. To realize the maximum benefits of case-based learning, you should recognize that:
  • Decisions are never made with “complete” information. One thing that all good managers learn is how much information they need before they make a decision and stop seeking additional information. Cases don’t include complete information either, reflecting the realities of management and decision-making
  • Learning by the case method (or any other) is a function of how much you put into it. Even when a case may seem far from your personal experience, I hope you will read it thoroughly and contribute actively to the discussion of it. The most interesting ideas often come from people for whom the case situation is quite unfamiliar
  • You must be willing to submit your ideas and interpretations for discussion, analysis, and critique. Likewise, the class and I must be careful to be constructive and collegial in those discussions, analyses, and critiques

(3-4) MIDTERMS

There is no final exam for this course. Your understanding of the content presented in class, readings and videos will be evaluated in two “midterm” exams. You will have one hour to complete each exam. These exams will give you the opportunity to review the work we did throughout the semester. The
exams will consist of short essay questions and multiple-choice questions; they will be closed book. Questions will cover material from the textbook, class readings, videos, cases, and class discussions.

(5) GROUP PROJECT

Deliverable 1: team proposal memo (5% of final grade)
You will need to search for a real-life Fortune 500 company in the news that is currently facing an OB challenge related to one of the topics germane to this course. I encourage you to look in the New York Times, Wall Street Journal, Business Week, Wired, Fast Company, or Financial Times to find a company. The proposal should be 1-2 pages in length and include:
- Name of your consulting firm (i.e., team name)
- Name of consultants involved in the project (i.e., team members)
- Name of project leader
- Agreed upon norms and rules (e.g., be on time for meetings, turn work in on due date, we make decisions by consensus, majority rule, etc.)
- Name of the Fortune 500 company you will study and a brief description of the organization (size, industry, location, etc.)
- Brief description of the OB challenge/issue you are interested in studying (this may change as you get further into the project, but please discuss your anticipated focus at this time)

Deliverable 2: presentation (10% of final grade)
In your final Power Point presentation, your consulting company will unveil to the CEO of the company (in this case, your professor) the results of your analysis and your recommendations. Please include relevant pictures and graphics in your slides – you have to make it appealing for your clients! Plan for a 15-minute presentation.
You can be as creative as you want; still, your presentation should include:
- **Overall Company Analysis.** A brief overview of the company: location, what they do, history, number of employees, financial health and competitive position in the marketplace (e.g., key competitors)
- **Problem Statement:** an overview (1 page) of the issue / challenges facing the company and why the CEO should be concerned about addressing it.
- **Data Analysis:** This is the section where you will present the majority of the data that you collected through archival data from the organization, interviews, news articles about the organization, etc. and analyze this information with respect to the OB challenge or issue that you studied. How did the scholarly research you use inform your understanding? You are expected to incorporate your own research to inform your analysis. What areas did you focus on with respect to your chosen OB issue?
- **Potential Options and Recommendations:** This section should present 2-3 potential options that your team has identified for the CEO to consider in order to address the company’s OB challenge (e.g., Option 1: sell the company; Option 2: do nothing; Option 3: fire the executive team...). You should briefly outline the costs and benefits of each option and which course of action you would recommend and why. You are a consulting team, so offering recommendations to the company is the ultimate outcome of your analysis

Deliverable 3: paper (10% of final grade)
A 15-minute presentation is often not enough for an executive team to make a decision regarding a significant problem within the organization. I then expect you to write up your analyses, plan of options, and detailed recommendations (see points above) in a group paper (max: 15 pages including references and graphics). This paper is not a transcript of your in-class presentation; it is an opportunity for you to
be detailed and show the depth of your thinking and analysis. So, for example, if during a presentation to an executive team, you can only briefly sketch out the different options that your team has identified for the CEO to consider in order to address the company’s OB challenge, in the paper you can describe each option in detail and delve deeper into your recommended course of action. The deadline is Wednesday, AUGUST 3. Please bring me your paper (hard copy) in class, if you suspect that something did not work with Canvas.

Course Schedule
I reserve the right to alter and amend the syllabus at any time. Any alterations will be made in the spirit of increasing opportunities for learning and enhancing fairness.

CLASS SCHEDULE AND ASSIGNMENTS

MODULE 1 - KNOW YOURSELF: INDIVIDUALS AND TEAMS

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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>JUN 27</td>
<td>Introductions/Chap 1 Org Behavior and Opportunity</td>
<td>Class ice breaker-diversity groups (in class exercise) Facebook Case: Read and be ready to discuss (Canvas)</td>
</tr>
<tr>
<td>2</td>
<td>JUN 29</td>
<td>Chap 2 Challenges for managers/Chapter 18 Managing Change</td>
<td>Homework: Meyers/Briggs (Canvas)</td>
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<td>3</td>
<td>JUL 6</td>
<td>Chap 3, Personality, Perception, Attribution</td>
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<td>4</td>
<td>JUL 11</td>
<td>Chap 4 Attitudes, Emotions, Ethics</td>
<td>Sir Richard Branson Case: Read and be ready to discuss (Canvas) Ambiguous Figure Exercise (in class) Ladder of Influence Chart (in class)</td>
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MODULE 2 - KNOW HOW TO WORK WITH OTHERS: ORGANIZATIONS

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<th>#</th>
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<th>Topic</th>
<th>Readings and Assignments</th>
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<tr>
<td>6</td>
<td>JUL 18</td>
<td>MIDTERM 1 Chap 9 Teams &amp; Groups Chap 8 Communication</td>
<td>Team Memo DUE Marshmallow Challenge (in class) Lonesome Llama exercise (in class)</td>
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<tr>
<td>7</td>
<td>JUL 20</td>
<td>Chapter 12 Leadership and Followership</td>
<td>Homework: Emotional Intelligence Assessment (Canvas)</td>
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<td>8</td>
<td>JUL 25</td>
<td>Chap 11 Power and Political</td>
<td>Michael Phelps Case study: Read and be ready to discuss (canvas) Don Imus case: Read and be ready to discuss</td>
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<td>Date</td>
<td>Topic</td>
<td>Students</td>
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<td>10</td>
<td>AUG 1</td>
<td>Chap 16 Org Culture Chapter 10 Decision Making</td>
<td>Japanese/American Hiring Exercise (in class)</td>
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<tr>
<td>11</td>
<td>AUG 3</td>
<td>Midterm 2</td>
<td>Final Presentations/ Team Paper due</td>
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**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](https://www.bc.edu/student-center/connors-family-learning-center).

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:
- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/) for more information.