

MGMT 303
Organizational Behavior*
An Engaged Civic Learning Course
Department of Management
Rutgers, The State University of New Jersey
School of Business
Camden Campus
Spring 2018

Section 02 M & W 2:05PM-3:25PM BSB 116

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Required Textbook:

To help lower your educational expenses, I have decided to stop assigning a required textbook. I have replaced the textbook with relevant readings from articles that you can access using the Rutgers University Library system.

Course Overview

Organizational behavior is the study of how individuals behave in various types of organizations. An organization may be defined as a group of individuals (two or more people) that functions to achieve a common goal or set of goals. Therefore, organizations may be as small as a dyad or as large as the largest corporation in the world. Organizational behavior provides frameworks for understanding and changing human behavior in all types of organizations. In this course, we will examine some of the bases of individual behavior within organizations, then move to the level of the small group (generally a work group or team within a larger organization), and then examine the structure of larger organizations. These areas of study are based primarily on the fields of psychology and sociology. In this course, we will emphasize the management applications of knowledge gained from these basic disciplines.

All of you are currently members of organizations, and are preparing to become members of other organizations. In this class, we will take the perspective of an organizational member as well as the perspective of someone who has responsibility for managing others. At other times, we will emphasize the skills and knowledge that will be directly applicable to the management of other people or groups of people. Thus, much of what you will learn will be applicable regardless of your level or responsibilities within an organization.

The course is designed to provide a variety of learning experiences and opportunities. Class activities will include class discussion, lecture, case analysis, exams, presentations, and class and group exercises. For you to maximize your learning experience, you will need to prepare by reading the assigned material by the date it is to be covered in class (see the Class Schedule below). All material covered by any guest lecturer will be covered on the examinations.

This is a reading intensive course. Much of what you will learn will be based on your reading of the assigned material. The exams will include material in the book that is not covered in the lectures. Therefore, it is important that you read and understand all the material in the assigned readings. **Much of the class will also be flipped. That is, you are required to do readings, go over power-point slides, listen to lectures, and complete assigned materials BEFORE you come to class. It will be assumed that you have done this and IN CLASS time will be devoted to further exploration, practice, and skill building.**

This is a business course, so you will be expected to take responsibility for your actions and conduct yourself in a professional manner. Please be **ON TIME** to class, **ATTEND ALL CLASSES**, complete assignments by the due dates, and read materials **BEFORE** the class in which they will be discussed. You should **PARTICIPATE** in class and you should treat yourself, your colleagues, guests, and your professor in a professional, courteous, manner. **NO EXCUSES.** Never say it can't be done; think about how it CAN be accomplished!!! Leaders take charge and are responsible for their behaviors.

*The class sessions may be videotaped to facilitate the learning process.

Class Expectations

The course policies described above require that you take responsibility for your own performance. I expect you to be **professional**, to stay informed about the progress of this class, and to complete assignments **on time**. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me.

You are expected to read all the assigned readings. I suggest that you read them multiple times if necessary. **Please limit the use of electronic devices in class when their use is not for classroom purposes. Failing to comply with this may result in disciplinary actions.**

Course Goals:

1. Learn management and leadership theories.
2. Learn strategies on how to create and sustain a competitive advantage.
3. Learn about effective management practices of current organizations and learn from past failures.

Learn how to manage human capital effectively. **Engaged Civic Learning Goals:**

1. Practice effective management and leadership theories.
2. Create and apply strategies to create or maintain competitive advantages.
3. Observe, assist, and reflect on management practices and work on tangible projects in order to develop management skills.
4. Make contacts with community leaders and obtain more career advice and perspectives.
5. Learn selling and fundraising skills.
6. Build confidence, empathy, and practice creativity.
- 4.

Possible Benefits of Engaged Civic Learning Project to Students

1. More experience to take with you throughout college and your career.
2. Possibly receive more agentic letters of recommendations.
3. You can practice in real time what you learn in class.

4. Develop community connections and possibly identify additional professional references.
5. Make a difference in your community.
6. Observe the operations of an organization.

Possible Benefits of Engaged Civic Learning Project to Non-Profits

1. Develop ongoing partnership with Rutgers School of Business Students
2. Increase fundraising and awareness for the non-profit.
3. Introduce the non-profit to a new population that may not have otherwise been familiar with the non-profit's work.
4. Gain fresh new perspectives on strategic events.
5. Possibly recruit new employees.

E-mail and Sakai

I will send you e-mail to the e-mail account listed in Sakai. Please be sure that you can receive e-mail sent to your RU Sakai account.

You may review your grades on Sakai. You may download the syllabus, lecture notes, and any other class information from Sakai.

Grades

A final course grade will be assigned based on the following student products:

	<u>Weight:</u>
Team Project	20%
Individual Assignments:	10%
Exam I	25%
Exam II	25%
Quizzes	15%
Attendance/Participation	05%

Individual assignments include, but are not limited to, case analyses, self-assessments, writing activities, etc.

Team assignments include, but are not limited to, case analyses, writing activities, etc.

Final grades will be determined using the following scale:

A	100-90%
B+	89-85
B	84-80
C+	79-75
C	74-70
D	69-60
F	below 60%

The only extra credit opportunities that may become available is study/research participation. If these opportunities become available, then I will let you know and tell you how much extra credit will be given if you decide to participate.

Recommendations for doing well in the class

Read all assigned readings before the corresponding classes.

Read the assigned readings as many times as needed to understand fully all the concepts presented.

Attend all classes.

Study all of the lectures and assigned readings.

Adopt effective study techniques, do not cram. Use study groups.

Ask questions when you do not understand something.

CLASS PARTICIPATION:

Your attendance in class is important both for yourself and your classmates. It is, however, understood that occasionally illness or other extenuating circumstances arise, and a student may need to miss class. All absences from class will require advance notification (leave a message if I am not in my office). There will be many in-class activities (usually in groups) and role-plays throughout the course of the semester. These activities will not usually be announced ahead of time. It is your responsibility to stay current with class activities that are not listed in the syllabus, and to attend class so that you can participate. The professor reserves the right to enforce all policies outlined in the RU student handbook.

Student Work

Students will frequently work together on assignments as well as individually. All assignments that are turned in for a grade must be typed and double spaced using Times New Roman font, 12 point font unless I state otherwise. If citations are needed, then all citations should be put in APA format.

Student work is routinely checked for plagiarism. Students who submit plagiarized work will have charges filed against them within the University honor program procedures. All students are required to know what constitutes plagiarism as defined in the University's honor policy:

If you're not clear on the distinction between plagiarism, paraphrasing and writing your own words, you'll find some useful information and examples online at:

http://www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.html

Late assignments will NOT be accepted. Any exceptions are completely at the discretion of the professor.

Important Administrative Dates

Tuesday, January 16, 2018 – First day of Spring 2018 semester

Tuesday, January 23, 2018– Last day to drop a class **without a "W"** (this can be done through WebReg)

Monday, April 2, 2018 – Last day to withdraw from one or all classes with a "W". (This can be done through WebReg) For more information, see the registrar's website

<http://registrar.camden.rutgers.edu/>

March 10-March 18, 2018 – Spring 2018 recess

Monday, April 30, 2018 – Last day of classes

May 3-May 9, 2018 - Final Exam Period

Tuesday, May 8—OB Final Exam 12:00PM to 3:00PM

Assignments

This class will require a lot of discipline and time management. A lot is expected of you. Make sure that you stay informed of which assignments are due and when and stay informed about your team projects.

IA #1: Harvard Business Review/Academy of Management Executive/Perspectives Article:

There will be several Harvard Business Review articles and/or Academy of Management Executive/Perspectives articles assigned throughout the semester. You have to write 1 executive summary. You can choose which one you want to write, but it must be turned in the day in which we discuss the article so they have to be done in advance. The executive summary should be no more than 2-pages double-spaced and briefly summarize the article and provide your assessment of the content and how you plan to apply the knowledge you gained from the article to leadership and Management. These are always due in class the day we go over the articles. These articles need to be read prior to coming to class so that you are prepared to discuss the discussion questions in class. Do **NOT** simply answer the discussion questions posted on Sakai to complete the executive summary assignment.

IA #2 Leadership Current Events Updates: You will be required to give a **5 minute** presentation on a leader/manager and the current situation that is in the news (e.g. print, television, radio, internet, etc.). Sources you might draw from include, but not limited to: Bloomberg Businessweek, The Economist, Fortune, Forbes, Black Enterprise, Wall Street Journal, New York Times, CNN, etc. From the news story, determine who is the most central leader/manager to the story and highlight that leader by doing background biographical research on the leader (e.g. Degrees, alma mater, former jobs, etc.) if possible in order to present to the class a narrative of the leader's/manager's journey to this current position. Then provide an executive summary to the class explaining the major problem/issue, resolution, celebration, etc. that the article is highlighting making sure you synthesize the information in a manner that outlines pertinent strengths, weaknesses, opportunities, and threats to the leader/manager and/or organization, lessons learned, and how it may apply to your career. It is acceptable to state your opinions about the article/situation and be prepared to answer questions in class. Provide citation information to the class. This presentation does not require your using power point, however, you can if you think it's needed. However, just practicing and using an outline or note cards may suffice. **You will need to forward me your chosen article link and update the spreadsheet with your name and article title by 3pm the day before you are scheduled to present.** You need to sign up for a time to present using your class's google docs spreadsheet link. Current events will begin on **January 29**. Your link is:

<https://docs.google.com/spreadsheets/cc?key=0AsPWRi24r1t6dGswTXZYSW1IzjhVVUhFVTgZR2RoZVE&usp=sharing>

IA # 3: Leadership Biography: Leaders need to get to know their followers, so write a brief bio (1-2 pages) on yourself, providing a little of your background (major, interests, current work status or jobs you've held, career goals, etc.), why you are taking MGT 303, what your level of effort will be during the semester, and specifically state your goals for the class. Include a least a paragraph about something you "care about – and why – outside of your family." For example, the environment, religion, politics, policy, community service – some greater good. You may also discuss any other issues of interest to you. **This will be shared with classmates.** This will be graded on completion, grammar, conciseness, and ingenuity.

IA 4: Team Member Evaluation: Each person on the team is responsible to give each team member a grade for his/her performance. You will also have to justify this grade. Your team members will not know who gave which grades to whom. This will serve as an additional grade on your team project.

TA#1: Non-Profit Project Selection (non-graded): Choose a non-profit from the list below. Deadline announced in class.

TA#2: Leader Interview: Interview a leader/representative from the non-profit you chose. Your interview questions will need to be approved before the interview takes place. While you will communicate with your leader often, this interview should be focused on business, non-profit, and leadership advice, not necessarily on the team project. This is your opportunity to ask the leader questions that you might be curious regarding his/her career trajectory, overcoming difficult obstacles, managing employees, forecasting and budgeting, networking, professional development, etc. just to name a few. This is also the time you can ask your leader about two topics that you cover in class to get their perspective on the topic. You should come up with 10 solid questions.

TA#3: E-mail Introduction/Phone Script: Your team needs to construct an e-mail OR phone script of how you plan to make initial contact with the organization outlining who you are, your class, and what the project entails. These will need to be approved before making initial contact with the non-profit organization.

TA#4: Select Team Name & Motto (non-graded). The deadline will be announced in class.

TA#5: Thank You Letter: Your team will be responsible for sending out Thank You letter to leader/non-profit as appropriate throughout the project. This needs to be approved before sending out. The letter needs to be inclusive of your experiences and appreciation and should be no longer than 1 page.

TA#6: Your team needs to complete the Non-Profit Action Assignment.

TA#7: Class Assignment: The class needs to create a newsletter about the class's activities that will be sent to the non-profits. Deadline will be announced in class.

Team Project:

This is a management class so instead of just reading about management, you will actually have to employ your management/leadership skills in a significant way. Your team is tasked with partnering with a non-profit. Your team activities will be decided upon based on feedback from

me and the non-profit leaders with whom you connect and your teammates' input. Your main tasks will be to assist non-profits on their projects to raise money and awareness. In some cases, instead of working on current fundraising projects at the non-profit, you may be asked to design new fundraising events. Your role in working with the non-profit will be very fluid throughout the semester. Although you may assist the non-profit in its "everyday" work if you desire, your role is not to just be a set of "extra hands" for the non-profit. Instead, your work with the non-profit should be strategic in nature. As a team, you are required to work (and document) at least 36 hours with your non-profit. **You are required to go over at least 2 concepts from class with your non-profit leaders and write about them in your team portfolio.** The non-profits that you may choose to base your project on are: **Big Brothers Big Sisters (South Jersey & Philadelphia), The Village of Arts and Humanities (Philadelphia), Memorial Fund for Dr. Stacia Gilliard-Matthews (Rutgers-Camden), Say It With Clay (Collingswood), The Giving Cycle (Mt. Laurel).**

Teams cannot have overlapping projects (e.g. 1 team to 1 non-profit). Team assignments will be given throughout the semester. This is a very huge project, therefore, social loafing will not be tolerated in teams. Your team members can suggest that social loafers be disciplined that may include removal from a team. Please consult with me as soon as possible when there are problems concerning team members so that they can be rectified as soon as possible. You will have the opportunity to evaluate yourself and your team members. Some non-profits have already been contacted and are on board whereas other non-profits have not been contacted yet. I will work closely with you to make sure that you have a non-profit to work with.

Team Portfolio:

Your team must maintain a team portfolio documenting all of your activities related to your project as well as the assignments that are related to the project. This portfolio should include a Table of Contents. **Graded assignments should be corrected before placed into the team portfolio (e.g. no original graded assignments in the portfolio).** **Guidelines for the team portfolio and presentation are posted on Sakai.**

Team Presentation:

Each person needs to have at least 1 speaking part during the presentation. The presentation should be no longer than 10 minutes and you will have 5 minutes to answer questions. You will use a power point presentation, but you should give the presentation, not have the slides full of words and you simply read from the slides. The presentation should be professional and well-rehearsed. Your team will be graded on how well the presentation is given, how informative the information is given on the topic, and how well you respond to questions. Individual scores on this assignment will generally be the same for all the team members, unless I deem it necessary to vary individual scores (this is totally based upon my professional judgment). Your presentation will consist of providing the class an overview of your project performance of the non-profit you selected.

Exams

There are two exams. Exams questions will be taken from the assigned readings, class lecture and discussion, presentations, and activities. Podcasts may also be assigned. Please show up on time for the exam. At my discretion, I can refuse to administer the in-class examination to a student if the student arrives after the first person to finish the examination has left the room. **Exams may not be taken outside of the classroom upon completion.**

The regularly scheduled exams are multiple choice. Make up exams will be ONLY given in extenuating circumstances and at the discretion of the instructor.

Quizzes

You will need to take assigned quizzes before coming to the respective class (as noted). It is your responsibility to complete the quizzes beforehand. Once the deadline has passed, quizzes cannot be made up. The quizzes are in place to make sure you prepare yourself by studying the lessons before you come to class.

In-class activities

We will complete in-class exercises and activities. The purpose of these activities is to allow you to apply concepts discussed in class. I consider these exercises to be important learning experiences and this material will be covered on the exam.

Included by Incorporation

This syllabus incorporates all RU rules, requirements, policies, and academic deadlines that apply to students. This syllabus also incorporates all the deadlines on the academic calendar. Please make yourself familiar with all rules, requirements, policies and deadlines including but not limited to Academic Integrity, University Statement Concerning Students with Disabilities, Computer Ethics Policy, Sexual Harassment Policy, RU Rules and Procedures including Rights and Prohibited Conduct, and course withdrawal deadlines.

Academic Help

The Rutgers-Camden Learning Center located in Room 231 Armitage Hall is the main academic support center on campus offering students free course content tutoring, writing assistance, academic coaching, Supplemental Instruction Review Sessions, Academic Support Workshops and more. Students can go to our website at <http://learn.camden.rutgers.edu> to make an individual appointment for course content tutoring or writing assistance with one of our tutors.

The Librarian, Katie Anderson, can be reached for help with your assignments or research projects most weekdays, 10-5, in her Robeson Library office at 856-225-2838 or by email at Katie.Anderson@Rutgers.edu. Consult her for help finding quality articles, books and data. To access the wealth of business information resources the Rutgers University Libraries make available to you, start on the Robeson Library homepage at <https://library.camden.rutgers.edu> to get to **Business Source Premier** for scholarly journal and trade magazine articles. You can get to many other business databases as well via the Articles tab > Complete A-Z Listing of Databases > By Subject > Business.

Besides the Articles tab, use the Research Resources tab for Research Guides > Business, for an abundance of Libguides to help with various categories of business topics. On this page, under Course Guides > Camden, you can also find guides for assignments for individual classes, or search here for the Profile for Theo Haynes, with office hours, reference desk hours, and contact information for other times.

For lots of other ways to get library help, on the Robeson Library homepage click on the Contact Us button.

Weather and Emergency Information

CAMPUS CLOSURE

Rutgers–Camden closes only in the event of severe weather or other significant circumstances. Notification of closure is prominently posted on our [homepage](#) in the event of inclement conditions.

To find out if the campus is closed:

- Call the Rutgers–Camden operator’s line 856-225-1766. A recorded message will tell you if the campus is closed.
- Check [CBS Philly](#) if our campus is closed due to weather.
- Listen to [KYW-AM \(1060\)](#) Rutgers–Camden’s school closing numbers are 605 (day) and 2605 (evening).

Resident students should monitor the resident email listserv for postings concerning dining hours and, as applicable, snow removal of the residents’ parking lots.

Please do not call the Rutgers University Police Department about weather-related cancellations.

INDIVIDUAL CLASS CANCELLATIONS

If Rutgers is open and you wish to find out if your specific class is cancelled due to inclement weather, contact that department’s main number.

School of Law students should call 856-225-6375 and select menu option 4 for class cancellations or menu option 5 for emergency closing information.

Atlantic County MBA students can check on the status of their classes by calling 856-225-6452.

SIGN UP FOR EMERGENCY ALERTS

Rutgers–Camden has an emergency text message notification system. You can [register your cell phone number](#) to receive alerts in the event of a major campus emergency.

What to know and do to be prepared for emergencies at RU:

- Sign up to receive RU text messaging alerts. Keep your information up-to-date.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from RU or other designated authorities.
- Know where to go for additional emergency information - Know the emergency phone number for the RU Police (9-1-1- or 856-225-6009).

Report suspicious activities and objects.

Please visit the following link for a more complete explanation of what to do in case of an emergency on campus. <http://prepare.UA.edu/wp-content/uploads/2011/10/Safety-Poster.pdf>

For police assistance, or to report a crime or suspicious incident, please call the University Police at (9-1-1- or 856-225-6009), 24 hours a day, 7 days a week.

For more information, you can visit the RU Police department link at <http://rupd.camden.rutgers.edu/>

Academic Honor Code

All students in attendance at Rutgers University are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Rutgers University expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the course professor, each student will be expected to sign an Honor Pledge.

The Academic Honor Pledge reads as follows: “*On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).*”

Academic Misconduct

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity:

- **Cheating:** using or attempting to use unauthorized materials, information, study aids, or computer-related information
- **Plagiarism:** representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one’s own
- **Fabrication:** presenting as genuine any invented or falsified citation or material
- **Misrepresentation:** falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.

Academic Integrity Policy found at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others

- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Violations are taken seriously and will be handled according to University policy.

If there are questions on how to comply, please contact Mary Flaherty in the Rutgers

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Camden Dean of Students office: marykreb@camden.rutgers.edu or contact the appropriate Associate Dean or Area Head at the School of Business.

Student Code of Conduct

Violations of the Student Code of Conduct are considered serious infractions of student behavior and students who violate the code are subject to penalties relative to the level of the matter. In general, students may not disturb normal classroom procedures by distracting or disruptive behavior. Examples of disruptive behavior include, but are not limited to, the following:

- Repeatedly leaving and entering the classroom without authorization
- Answering cellular phone or allowing pager to beep
- Making loud or distracting noises
- Repeatedly speaking without being recognized, interrupting the instructor or other students, or otherwise acting in disregard of the instructor's requests
- Threats or violence

Violations of the code should be reported to the Dean of Students office deanofstudents@camden.rutgers.edu or 856-225-6050. If the violation is immediate and a potential threat is a concern, call the Rutgers-Camden police at 856-225-6111

DISABILITY SERVICES

The Office of Disability Services (ODS) is the central contact point for University students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. ODS works with faculty and other members of the University community to provide individualized academic accommodations and support services while promoting student responsibility and self-advocacy. It is the student's responsibility to make known a need for academic accommodations and services by providing appropriate documentation of the disability to ODS, formally requesting accommodations through meeting with an ODS case manager, and by presenting an official ODS accommodation letter to each of his/her professors.

For more information about services for students with disabilities, consult the Web site, <http://disabilityservices-uw.rutgers.edu/>, or call (856) 225-4285 (voice), or email at tdivaler@camden.rutgers.edu. Written correspondence should be addressed to The Office of Disability Services, 227 Penn Street, Camden, NJ 08102.

Executive Summaries/Written Assignments

All assignments need to be typed using 12pt font double-spaced (unless otherwise noted). For the HBR/Academy of Management case studies, you are to read the case **BEFORE** the class date. **You have to write one executive summary. The executive summary should be NO longer than 2 pages double-spaced.** I suggest not wasting space so you should add your full name, date, and HBR author last name(s) in the header so that you can use the entire 2 pages for your executive summary. In business, you must learn to write clearly and concisely and that's why I'm limiting you to 2 pages. You need to summarize the article (no more than 1 paragraph), relate it to an experience you or someone you know had, and share how you will integrate the knowledge into your professional career as a manager, executive, etc.

Class Schedule

This class schedule represents the instructor's best estimate of the topics to be covered on various days. In some cases, several chapters may be covered on one day. As such, it is very important that you come to each class session as a lot of material will be covered. In addition, lectures may also be given on exam days and I reserve the right to alter this schedule at any time during the course.

January 17

In-Class Activities:

Introduction, Syllabus, A bath without water
6 minutes

http://www.ted.com/talks/ludwick_marishane_a_bath_without_water.html

Chapter 1: Introduction to organizational behavior.
Choose Teams

Homework:

Do Individual Part (Column B) of Wilderness Survival Exercise (Get from Sakai Lessons Tab Worksheets)

Quiz 10

Watch 3 Secrets of an Inspiring Message to help your presentation skills

http://www.youtube.com/watch?v=DRtXJ2ih0AI&utm_source=Twitter&utm_medium=tweet&utm_campaign=GalloVideo

Read Effective Team Practices Worksheet

Read Harvard Business Review Article

****Make sure you complete the appropriate quizzes BEFORE you come to class. For example, you need to **complete Quiz for Chapter 10 before** you come to class on January 22.**

January 22:

In-Class Activities:

Chapter 10: Understanding Work Teams

Hass, M. & Mortensen, M. 2016. The Secrets of Great Teamwork. Harvard Business Review, 94, 6, 70-76.

Do Wilderness Survival Exercise page 405

Homework:

Read Harvard Business Review Article

Quiz ch. 9

Do Student Leadership Biography

Choose Team Name, Goals, and Motto

Write Email & Phone Script

Read Don't Avoid Abusive Boss

<http://www.psychologytoday.com/blog/beyond-the-cubicle/201410/dont-avoid-your-abusive-boss>

Assignment Due:**Pick Non-Profit Partner****January 24:****In-Class Activities:****Chapter 9 Foundations of Group Behavior**

Managing Multicultural Teams. Full Text Available By: Brett, Jeanne; Behfar, Kristin; Kern, Mary C. Harvard Business Review. Nov2006, Vol. 84 Issue 11, p84-91. 8p

Do SWOT Analysis

Go over Managing Multicultural Teams Discussion Questions

Watch Elevator Video Link

Homework:

Quiz Ch. 11

Read Harvard Business Review Article

Assignment Due:**Student Leadership biography****Email/Phone Script****January 29:****In-Class Activities:****Chapter 11: Communication**

Meyer, E. 2015. Getting to Si, Ja, Oui, Hai, and Da. Harvard Business Review, 93, 12, 74-80.

Case -08 Let's Break a Deal Hot Seat

Current Event Presentation

Civic Engagement Survey

Homework:

Quiz Ch. 12

Read Academy of Management Executive article

Leadership Interview Questions for team non-project

Complete Leader-Member Exchange Assessment

How to start a Movement

http://www.ted.com/talks/derek_sivers_how_to_start_a_movement.html?source=email#.UucpX2rCaYd.email

January 31:**In-Class Activities:**

Chapter 12: Leadership

Mulvey, P., Veiga, J. F., & Elsass, P. (1996). When teammates raise a white flag. Academy of Management Executive, 10(1), 40-49

Leader-Member Exchange

Marshmallow Team Challenge

Current Event Presentation

Challenger Video 1986

<http://www.youtube.com/watch?v=j4JOjcDFtBE>

<https://www.youtube.com/watch?v=rdeWTeei1S4&list=PLCUMGO21GBpc34qZ4K5X2VhZUD7rYBv32&index=4>

Homework:

Quiz Ch. 7

Read Harvard Business Review article

Assignment Due:

Team Names & Motto Due

February 5:**In-Class Activities:****Chapter 7: Motivation Concepts**

Nohria, N., Groysberg, B., & Lee, L. 2008. Employee Motivation. Harvard Business Review, 86, 7/8, 78-84.

Do Tennis Ball Exercise

Current Event Presentation

Homework:

Quiz Ch. 8

Do Casuistry Survey (Link will be sent out via email)

Read Harvard Business Review article

February 7:**In-Class Activities:****Chapter 8: Motivation: From Concepts to Applications**

Cliffe, S. 2013. The Uses (and Abuses) of Influence. Harvard Business Review, 91, 7/8, 76-81.

Do Influence Tactics Exercise

Influence Activities

Current Event Presentation

Assignment Due:

Casuistry Survey

February 12:**In-Class Activities:**

Work on Team Project

Homework:

Quiz Ch. 6

Do Perceptions of Employability
Read Harvard Business Article

February 14:

Chapter 6: Perception and Individual Decision Making

Badaracco, J. 2016. How to Tackle Your Toughest Decisions. Harvard Business Review, 94, 9, 104-107.

Employability
Do Casuistry Exercise
Current Event Presentation

Homework:

Read Harvard Business Review article
Non-Profit Action Assignment

February 19:

Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E. & Barker, B. (2005). How to play to your strengths. **Harvard Business Review**, 83(1), 74-80.

In-Class Activities:

Go over Play to Your Strength Discussion Questions
Current Event Presentation

Homework:

Complete your own Reflected Best Self Exercise
Quiz Ch. 14
Watch Video
Negotiation: Dr. Margaret Neale 24 minutes
http://www.youtube.com/watch?v=MXFpOWDAhvM&utm_source=Twitter&utm_medium=Tweet&utm_campaign=NealeVideo

Dr. Margaret Neale

<https://www.gsb.stanford.edu/insights/margaret-neale-five-steps-better-negotiating>

Read Harvard Business Review article.

February 21: Ch. 14 Negotiation

John, L. 2016. How to Negotiate with a Liar. Harvard Business Review, 94, 7/8, 114-117.

In-Class Activities:

Toyonda Case
Negotiation 101

Homework:

Read Harvard Business Review article
Read Why Organizational Leaders Need to Care About Hazing
<http://www.psychologytoday.com/blog/beyond-the-cubicle/201411/why-organizational-leaders-need-care-about-hazing>
Complete Reflected Best Self Activity

February 26:**In-Class Activities:**

Ethical Breakdowns. Full Text Available By: Bazerman, Max H.; Tenbrunsel, Ann E. **Harvard Business Review**. Apr2011, Vol. 89 Issue 4, p58-65. 8p

Case 3-Negotiation Hot Seat

Go over Student Reflected Best Selves Activity

Current Event Presentation

Homework:

Study for Exam 1 which covers **material from January 17 to February 26.**

Assignments Due:

Reflected Best Self Activity

Non-Profit Team Assignment

February 28:**In-Class Activities:**

Take Exam 1 which Covers material from September 6 to October 16.

Homework:

Create Leader Interview Questions

March 5:**In-Class Activities:**

Current Events Presentation

Breakeven Analysis

Homework:

Quiz Ch. 5

Take Big 5 Personality

Take Perseverance Assessment

Trust, currency of new economy 17 minutes

http://www.ted.com/talks/rachel_botsman_the_currency_of_the_new_economy_is_trust.html

Read Harvard Business Review article

March 7:**In-Class Activities:**

Halvorson, H. 2015. A Second Chance to Make the Right Impression. *Harvard Business Review*, 93, 1/2, 108-111.

Chapter 5: Personality and Values

Big 5 Personality Traits

Perseverance

Case-05 Whistle Blowing

Trust

Current Event Presentation

Homework:

Do Implicit Association Tests at home: Do the Gender-Career, Race, and Sexuality IATs (e.g 3 different IATS) <https://implicit.harvard.edu/implicit/demo/selectatest.html>. Bring your results to

class

Quiz Ch. 2

Watch Video

The Science of Inclusion

<http://www.youtube.com/watch?v=SS7ID8VClko&list=PLsRNoUx8w3rMB62snUYNx>

10 minutes

Social Inequity vs. Social Inequality

<https://events.fuqua.duke.edu/facultyconversations/2014/11/17/ashleigh-shelby-rosette/>

17 minutes

Read Hands Up, Don't Shoot: No More Business as Usual

<http://www.psychologytoday.com/blog/beyond-the-cubicle/201412/hands-don-t-shoot-no-more-business-usual>

Why Diversity Matters

<https://www.youtube.com/watch?v=IHSstHPQUzKE>

16 minutes

Do Identity & Privilege Worksheets

Unconscious Bias @ Work Google Ventures 1 hour

<https://www.youtube.com/watch?v=nLjFTHTgEVU>

Assignment Due:

Leader Interview Questions

March 19:

Chapter 2: Diversity in Organizations

In-Class Activities:

Identity Circle & Privilege Exercises

Go over IAT Results

Assignments Due:

IAT Results

Identity & Privilege Worksheets

March 21:

In-Class Activities:

Equality Monkeys

Case-10 Mediating Morality Hot Seat

Current Events Presentation

Homework:

Quiz Ch. 4

Read What Happened to the Customer Is Always Right?

<https://www.psychologytoday.com/blog/beyond-the-cubicle/201410/what-happened-the-customer-is-always-right>

Read Harvard Business Review Article

March 26:

In-Class Activities:

Chapter 4: Emotions and Moods

Customer Service

Magids, S., Zorfas, A., Leemon, D. 2015. The New Science of Customer Emotions. Harvard Business Review, 93, 11, 66-76.

Current Event Presentation

Homework:

Read The Politics and Subjective Well-Being Paradox Explored

<http://www.psychologytoday.com/blog/beyond-the-cubicle/201409/the-politics-and-subjective-well-being-paradox-explored>

Quiz13

Read Harvard Business Review Article

March 28:

In-Class Activities:

Chapter 13: Power and Politics

Heimans, J. & Timms, H. 2014. Understanding New Power. Harvard Business Review, 92, 12, 78-56.

Current Event Presentation

Income Equality Video

Power Poses

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html

21 minutes

April 2:

In-Class Activities:

Current Event Presentation

Work on Team Project

Homework:

Quiz Ch. 16

Read Harvard Business Review article

April 4:

In-Class Activities:

Chapter 16: Organizational Culture

Edmondson, A. 2011. Strategies for Learning from Failure. Harvard Business Review, 89, 4, 48-55.

Random Provocation Assignment

Current Event Presentation

Homework:

Quiz Ch. 15

Read Harvard Business Review article

Read Conflict-Handling Strategies & Situations

April 9:

In-Class Activities:

Chapter 15: Foundations of Organizational Structure & Conflict (From Ch. 14)

Toegel, G. & Barsoux, J. 2016. How to preempt team conflict. Harvard Business Review, 94,

6, 78-83.

Bernstein, E., Bunch, J., Canner, N., Lee, M. 2016. Beyond the Holacracy Hype. Harvard Business Review, 2016, 94, 7/8, 38-49.

Current Events Presentation

Organizational Structure

Homework:

Take Stressful Life Events Assessment & Perceived Stress Scale

Read Harvard Business Review article

How to Speak Up for Yourself

https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself

15 Minutes

Quiz Ch. 17

Read 9 Ways to Respond to Social Identity Threats

<https://www.psychologytoday.com/blog/beyond-the-cubicle/201703/9-ways-respond-social-identity-threats>

April 11:

In-Class Activities:

Chapter 17: Stress Management

Stress Scales

Weeks, H. (2001). Taking the stress out of stressful conversations. Harvard Business Review, 79(7), 112-119.

Go over Taking the Stress Out discussion questions

Current Events Presentation

Homework:

Complete Team Portfolio

Complete Team Presentations

April 16:

In-Class Activities:

How to make choosing easier

16 minutes

http://www.ted.com/talks/sheena_iyengar_choosing_what_to_choose.html

Current Event Presentation

Homework:

Read Harvard Business Review article

Complete Team Presentations

Complete Team Portfolios

Complete Class Newsletter

Complete Thank You Letter

April 18:

In-Class Activities:

Chapter 17: Organizational Change

Battilana, J. & Casciaro, T. 2013. The Network Secrets of Change Agents. Harvard Business Review, 91, 7/8, 62-68.

Current Event Presentation

Homework:

Quiz 3

Read Native Americans as Mascots Article (On Sakai under Chapter Power Point Slides & Readings)* **An executive summary can NOT be done on this article.**

Do Individual Factors of What Do Workers Want From Their Jobs Assessment (Far Left Column)

Assignment Due:

Thank You Letter

April 23:

In-Class Activities:

Current Event Presentations

Chapter 3: Attitudes and Job Satisfaction

Go over Native Americans as Mascots Article

Go over What Do Workers Want From Their Job

Assignment Due:

Team Portfolio Due

Class Newsletter First Draft

April 25:

In-Class Activities:

Team Presentations

Civic Engagement Survey

Homework:

Fill out Team Member Evaluation Survey Link

Study for Exam 2 which covers material from February 28 to April 30.

Assignments Due:

Class Newsletter Final Draft

April 30:

In-Class Activities:

Team Presentations

Assignments Due:

Team Member Evaluation

May 8: Exam period is 12:00PM-3:00PM in same class

Take Exam 2 covers material from February 28 to April 30.

Additional readings and assignments may be assigned and/or altered at my discretion.

