MGMT/HRIR 6441 Organizational Behavior
(Spring 2018)

Professor: Michelle Duffy | Office: CSOM 3-293 | E-mail: duffy111@umn.edu
|Office Hours: by appointment

TA: Elena Turbenson| E-mail: turbe019@umn.edu| TA: Sophie Whitman| E-mail: whith004@umn.edu| TA: Ellie Stillwell| E-mail: still214@umn.edu

Class Logistics:

Class: Monday & Wednesday 9:55am-11:35am Carlson School of Management 2-213

Course Overview and Educational Objectives

This is an active course focusing on creating, fostering, and managing organizations in which people thrive and perform at their best. It assumes that thriving employees and groups are the key to high impact HR practices. The challenge at a more personal level is finding and/or creating a context in which you can thrive and manage at your best.

The course goals are:

- Strengthen your analytical abilities and your capacity to understand, predict, and manage the behavior of individuals and groups in your organization.
- Develop greater knowledge to lead and manage yourself and others.
- Strengthen and develop your ability to effectively manage your relationships with coworkers, managers, subordinates, and customers.
- Strengthen and develop your ability to make decisions.
- Strengthen and develop your ability to use power and influence.
- Strengthen and develop your ability to consider ways of approaching situations at work from an ethical viewpoint.
- Provide you with opportunities to connect with and learn from your classmates.
- Practice and apply these skills in cases, exercises, and simulations.
To maximize your learning, you should:

- Be prepared. Be curious. Be open to new ways of thinking and learning.
- Be engaged. Engage in constructive discourse. Constructive discourse requires that you are willing to honestly share your own views and are considerate of others’ views. Engage in class activities.
- Prepare in advance as needed.

**General Course Plan**

- This course is a semi-flipped course. Throughout the course, we will have a combination of video lectures, quizzes, class discussion and assignments. If we use online class discussions will often use YellowDig. Generally, each week you can expect:

  - In class:
    - A quiz, taken individually and as a team. These quizzes are designed to test knowledge accrued. …they are not “reading or preparation checks.”
    - An in-class activity or work time (e.g., simulation, case, exercise, time to work on key projects).

  - At home:
    - Watch lecture videos
    - Prepare for quizzes
    - Prepare for projects (Poster, Best Self)
    - Prepare for Cases

**Course Materials**


2. Best Self Exercise – Please purchase at:


3. Online Simulation (Harvard)
   http://cb.hbsp.harvard.edu/cbmp/access/77525233

4. Harvard Business School Readings and Cases
Class Format

“I hear, and I forget. I see, and I remember. I do, and I understand.” [Confucius]

The typical format of our course sessions will be an exercise or case, and then a discussion about what happened in the exercise/case. I have flipped the course so most of my lectures are outside the class. Preparation and participation of the highest quality are required. Your enthusiastic participation in class is not only necessary for your own learning, but also for the learning of your classmates. It is the responsibility of students who miss class to meet with other students to learn what they missed.

Communication

I will use Canvas as the main medium to communicate with you outside of class hours; you can, of course, email me any time you like. Please check the course website a few times a week for messages, announcements, and detailed descriptions of assignments. The schedule may change depending on how the debriefings go, etc.

Grading and Course Requirements

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Weighting</th>
<th>Group / Individual</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
<td>Individual/Group</td>
</tr>
<tr>
<td>Individual Quizzes</td>
<td>15%</td>
<td>Individual</td>
</tr>
<tr>
<td>Team Quizzes</td>
<td>15%</td>
<td>Group</td>
</tr>
<tr>
<td>Research Poster</td>
<td>30%</td>
<td>Individual</td>
</tr>
<tr>
<td>Best Self Exercise</td>
<td>20%</td>
<td>Individual</td>
</tr>
</tbody>
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1. Class Participation (20%/200 points)

Participation: Much of the class will involve case discussions and in-class learning exercises. Some of these activities will be found in the Course Packet, while others will be handed out during class time. These exercises and case analyses require a great deal of student participation. For most in-class activities, you will pair up with your assigned team project members to discuss the activity or case and will be asked to share your views with the rest of the class.

The following will be used to compute your final participation score:

- Attendance – you will earn base points here.
My evaluation of your participation in class – you will earn points based on your active engagement in course case analysis and turned-in assignments.

Your peers’ evaluation of your participation (team- and class-based). Your team members will have ample opportunity to evaluate your contribution to quizzes, in-class cases, and discussion. You can earn extra points from classmates. Your team quiz score will also be affected by this evaluation.

2. Quizzes (30%/300 points)
In place of a mid-term or final exam, you will take a series of quizzes. Each week you will take a short quiz (i.e., 10-15 questions) in class – first individually (15%), and then as a team (15%). Questions will be multiple choice or true-false in format. This format of assessment allows you to learn and solidify the material in smaller “bits.” It also allows for deeper learning of material as you will discuss it with your team.

FAQ about quizzes:
- Are there “make-up” quizzes? No. However, you are able to drop your lowest quiz score. Thus, missing one quiz will not necessarily harm your grade.
- If I miss a quiz, will I still get a score/points for the team quiz? No.
- Do peer evaluations matter? Yes. If your team reports you are not actively preparing on a regular basis for quizzes, you will not receive the full team score.

3. Individual Research Poster (30%/300 points)
Each of you will choose a research topic, conduct research on your topic, and develop a “research poster” that you will present the last week of class. The topic you choose should be interesting, relevant, focused, and engaging. For example, you may want to investigate the effects of gender on pay, antecedents of abusive supervision, the link between telecommuting and job satisfaction, the role of personality in ethical behavior at work…You should choose something relevant to organizational behavior, important to organizations and their employees, and of interest to you. I hope you will use this project to advance your knowledge and that of your classmates.

Each poster will contain the topic, research question, abstract, introduction/statement of the problem, findings, analysis or interpretation, conclusion, and references/acknowledgement.

4. Best Self Exercise (20%/200 points)
Each of you will complete the reflected self-exercise which comprises two phases – a Best Self-portrait and an Action Plan. There are clear instructions in the PDF, the hand outs, and the video.
Grades are not curved. You will need to obtain the following percentages to guarantee the course grade listed. Missing the next higher grade by “only” 1 point still misses the grade and is not a basis for adjustment.

Course grade: Lowest A-  90% of possible points
Course grade: Lowest B-  80% of possible points
Course grade: C          70% of possible points
Course grade: D          60% of possible points

Due Dates and Late Work
You are expected to hand in all course materials on time.

If there is an extraordinary circumstance usually relating to a personal emergency, contact me via email to discuss alternatives. If final assignments are not completed on time you will get an incomplete.

**TENTATIVE Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>In-class</th>
<th>Prepare for/Due</th>
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</table>
| 1: 3/19-21 | Introduction  
Power and Influence  
Team Formation  
Team Contract  
Lecture  
Movie | | |
| 2: 3/26-28 | Persuasion continued  
Workplace relationships  
Case | Quiz 1 | |
| 3: 4/2-4 | Decision Making  
Simulation | Quiz 2/Topics Due | |
| 4: 4/9-11 | Ethics  
Debrief Simulation  
Case | Quiz 3 | |
| 5: 4/16-18 | Motivation  
Case | Quiz 4 | |
| 6: 4/23-25 | Managing Self  
Case  
Work on Best Self Exercise | Quiz 5 | |
| 7: 4/30-5/2 | Research Posters  
Research Posters | Research Posters | |

**Carlson School of Management Honor Code**
Members of the Carlson School community are expected to engage in behavior that promotes the continuous development and improvement of student's academic experience. Honesty and integrity inside and outside the classroom are essential components of such an environment and imperative for all members of the Carlson School community to incorporate into their scholastic pursuits. The Carlson School recognizes several core tenets valued by the community:

Respect:

- Recognize and value the talents and roles of each individual.
- Respect any and all diversity (e.g. gender, race, religion, sexual orientation, economic status, culture, identity, background, age, ethnicity, disabilities, family and work situations).
- Encourage different points of view and the rights of individuals to state them in an atmosphere where dissent is acceptable if delivered in a respectful manner.
- Treat fellow students, faculty, staff, and guests of the Carlson School with courtesy and respect.

Integrity:

- Act honestly and ethically both inside and outside of the classroom.
- Hold true to values that are consistent with the core tenets of the Carlson School of Management Honor Code.

Leadership:

- Demonstrate conviction and commitment to take action and to influence positive change.
- Promote team building, problem solving, and positive conflict resolution.

Individual responsibility:

- Be ready and willing to do what it takes to consistently uphold a high level of professional conduct.
- Recognize that all individuals are accountable for their actions, inactions, and decisions.

The Carlson School Honor Code does not supersede any institutional policies of the University of Minnesota or laws of the State of Minnesota. In addition to the Honor Code, students are also held to the standards set forth in the University of Minnesota's Student Conduct Code.

*All students agree to the terms of the Carlson School Honor Code by accepting admission to the Carlson School or accepting admission to any of the academic programs operated either solely by or jointly with the Carlson School of Management.

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**Equal Access to Learning Opportunities**
The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Additional information is available at the DS website http://diversity.umn.edu/disability.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu.