



# UNIVERSITY OF MINNESOTA

## **HRIR 6441** **Organizational Behavior for HRIR** Carlson School of Management Spring 2021 (Term B)

**Instructor:** Doug Giddings / **E-mail:** [giddi037@umn.edu](mailto:giddi037@umn.edu)

**Office Hours:** Wednesdays after class (~10:00-11:00 a.m.), and also by appointment

### **Class Meetings:**

Wednesdays, 8:00–11:00 a.m.

March 9–May 3, 2021

Virtual Course

## **REQUIRED COURSE MATERIALS**

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1. **Textbook:** Pearce, J. (2017). *Organizational Behavior: Real Research for Real Managers*. (4<sup>th</sup> edition). (\$59.95)

Note: Normally, I encourage students to purchase older editions of the textbook to save money. In this case, however, there are enough differences between the 4<sup>th</sup> edition of this textbook and older versions that I recommend you purchase the current (4<sup>th</sup>) edition.

2. **Course Packet**—Harvard Business School Publishing (\$44.75)

- Case studies
- Readings
- Simulation

Registration link: <https://hbsp.harvard.edu/import/811579>

Please go to this link and enroll in your HBSP coursepack as soon as possible, so I can assign your roles for the simulation.

3. **Additional readings.** Assigned readings from the textbook and HBSP coursepack will also be supplemented with articles from the Internet and other sources. Additional reading and independent research will be required to complete course assignments, although these supplemental materials should be available for free.

## **COURSE OVERVIEW AND EDUCATIONAL OBJECTIVES**

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This course looks at individual employees and groups/teams of employees, working together, as the focal component through which organizations can thrive, grow, or ultimately fail. At their most fundamental level, companies function as a result of the employees who come to work each day to collaborate and interact with one another, and a large part of organizational success depends on the performance of this most important of resources: human capital.

In this course, we will explore the ways in which individuals engage in their organizational environments as a function of their motivation, the teams in which they work, the social environment and workplace relationships, decision-making abilities, and persuasion, power, and politics. This is a hands-on course geared toward applications in the real world. Objectives will be learned and reinforced through a combination of lectures, discussions, readings, activities, assignments, and simulations.

### **Course Goals:**

- 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.
- Provide you with opportunities to connect with and learn from your classmates.
- Practice and apply these skills in exercises, exams, and course assignments.

### **Your Responsibilities:**

- 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.

**Teaching Philosophy:** My goal is to create an environment that will help you to be as successful in the course *as you would like to be*. I am dedicated to helping you learn about management and employee behavior in organizations, and to support your own self-driven development in order to enable your future success. Toward this aim, I welcome all thoughtful, actionable feedback on how the course might be improved to better facilitate meaningful learning. **I have high expectations of you and of myself; those most important are detailed below.**

Expectations of Students	Expectations of Instructor
<ol style="list-style-type: none"> <li>1. Complete all reading assignments in the time frame specified in this syllabus</li> <li>2. Review lecture PowerPoint slides after class</li> <li>3. Actively contribute during discussion</li> <li>4. Be awake, alert, and attentive</li> <li>5. Ask questions when things are unclear</li> <li>6. Contribute to a climate of mutual respect and intellectual curiosity</li> <li>7. Act like the next generation of leaders that you are going to become</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare relevant and interesting content</li> <li>2. Provide developmental feedback to help students monitor their success and make progress in the course</li> <li>3. Fairly evaluate students' performance, participation, and professionalism</li> <li>4. Present new ideas and challenge students to broaden thinking about organizations, management, and their own talents</li> <li>5. Foster a climate of mutual respect and intellectual curiosity</li> </ol>

### Classroom Guidelines

You will soon be a business professional. In an effort to create a classroom environment that (1) is conducive to your learning and (2) appropriately reflects the organizational professionalism of the contexts we are studying, I have detailed my expectations of professionalism in the form of classroom guidelines below. Do not undermine *your own reputation* by being disrespectful or inconsiderate to fellow students or the instructor, and do not undermine *your own ability* to be successful by adding distractions. Violation of these class norms will result in a reduction in your overall course grade.

1. ***Turn all cell phone ringers off—if you forget and your device rings, please turn it off quickly. If you are expecting an important call, sit by an exit and step outside to take it.***
2. Arrive to class on time and prepared for the discussion. Arriving late to class hurts the quality of instruction. I understand unforeseeable things happen that can cause the occasional tardiness. However, chronic lateness is unacceptable, and it will impact your grade.
3. Minimize distractions during class. This means no electronic media (e.g., iPods, iPads, cell phones), sending/receiving emails, IMs, tweets, or text messages, or surfing the Web. No crosswords, newspapers, picnic lunches, etc. If you are tired and need a nap, just excuse yourself and get it done.
4. Be thoughtful and respectful in your comments to your peers, your professor, and your class.
5. Pay attention and actively contribute to your discussion groups and class activities.
6. Leave the area where you sit neater than you found it. Do not leave unwanted things behind.

### COMMUNICATION

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Students are required to update and maintain their current email address in Canvas. It is your responsibility to monitor emails regularly about class-related information.

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. **Email is the best way to get ahold of me.** I will do my best to respond to all student emails within 24 hours (48 hours on weekends).

I reserve the right to change the course schedule and/or this syllabus as needed—in the event that changes are necessary, I will communicate these alterations on Canvas and via email.

## GRADING AND COURSE REQUIREMENTS

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Class Participation	15%	Individual/Group
Weekly Reflection Exercises	15%	Individual
Final Exam	30%	Individual
Research Poster	40%	Individual

### 1. Class Participation (150 points/15%)

Much of the class will involve discussions and in-class learning exercises; these exercises require a great deal of student participation. As such, participation will make up a portion of your final grade. For most in-class activities, you will team up with your classmates in pairs or small groups to discuss the activity and will be asked to share your views with the rest of the class.

I have designed assignments to reward students who stay engaged in class discussion and with class material. You are expected to come to class prepared to proactively contribute and discuss if called upon. Participation and professionalism, totaling 150 points (15% of your final grade), are based upon your performance both inside and outside the classroom throughout the term, including contribution to in-class discussion, contribution to in-class group discussions, conduct during exams, professionalism in out-of-class communication with me and your classmates (via emails or during office hours), and non-verbal communication (e.g., disrespectful reactions toward teammates' comments). A final score will be assigned at the end of the term.

Attending class does not constitute full participation. Merely speaking does not constitute participation. Participation involves completing assignments on time, and thinking of ways to integrate the material to class-related topics. Good contributions to discussion offer unique or relevant perspectives, move the discussion forward, build on others' comments, integrate concepts, and demonstrate critical thinking (go beyond the "I feel" or "I think" stage).

Full participation points will be awarded to those who (1) come to class (either in-person or electronically via Zoom, as assigned); (2) demonstrate familiarity with assigned readings; (3) make informed comments or ask thoughtful questions; (4) actively engage in group-based exercises or activities; and (5) conduct themselves in a way that fosters a respectful and learning-oriented, professional climate. **Speaking up in class with thoughtful and relevant comments/questions is key to receiving full participation points in this course.** I believe every student in the class is capable of great thinking. Accordingly, students should be mindful to offer high *quality* insights, not just high *quantity* of comments.

### 2. Weekly Reflection Exercises (150 points/15%)

Each week, you will be asked to submit a one-page writeup of your thoughts, reflections, and experiences from what you have learned during the previous week. This can include thoughts about class discussions, lectures, classroom activities, or the readings, and you can focus broadly on each of these areas, or dig deeply into a single experience. Did you learn anything this week? What stood out to you? Do you disagree with any of the readings? If so, why? Are there, in your opinion, conditions in which the things we learned about may or may not work? How can you

apply what you have learned to your own career? This is a time to reflect about what you have learned in the past week, what surprised you or challenged your previous way of thinking, or specific ways you can apply what you have learned. I am not expecting you to submit polished essays or term papers—this isn't a writing class—but I really care more about content and depth of thinking, and ask you to demonstrate to me that you have really thought about the things we have discussed during the previous week. You may submit documents to Canvas in .doc or .pdf formats. Your reflection papers may be either single- or double-spaced, however, be sure you really demonstrate that you have thought through the material for the week. (Oftentimes, double-spaced papers do not show enough depth of thought to receive full points.) **Weekly reflection exercises are due each week on Fridays at 11:55 p.m.**

### **3. Final Exam (300 points/30%)**

There will be a summative final exam during the last week of class, which will be completed outside of class before the end of the term. This final will be completed/submitted online via Canvas, and may include material from the assigned textbook/readings, lectures and lecture notes, class discussions, and in-class assignments.

### **4. Individual Research Poster (400 points/40%)**

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. Please see Canvas for the grading rubric and poster template.

#### **Deliverables:**

- Topics are due at the end of Week 3 (March 28 at 11:55 p.m.) and will be submitted via Canvas. At this point, you will be expected to submit a clear research question and a brief paragraph describing your proposed research topic.
- One-page research poster (electronic version). Your entire presentation should fit on a single PowerPoint slide. Posters will be submitted via Canvas and are due no later than Sunday, April 25, 2021 at 11:55 p.m.
- You will present your research poster in class during Week 7. This presentation is part of your grade for this project.

#### **Poster Grading Breakdown:**

- ❖ Poster topic submission: 5% (50 points)
- ❖ Poster: 25% (250 points)
- ❖ Presentation: 10% (100 points)
  - Total Poster Grade: 40% (400 points)

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.

A 100% to 93%  
A- < 93% to 90%  
B+ < 90% to 87%  
B < 87% to 83%  
B- < 83% to 80%

C+ < 80% to 77%  
C < 77% to 73%  
C- < 73% to 70%  
D+ < 70% to 67%  
D < 67% to 60%  
F < 60%

## **COURSE OUTLINE**

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Per university guidelines in response to COVID-19, this course will be taught fully online. As such, this will be a virtual synchronous course, which means we will all meet together online via Zoom at the same time.

Given the challenges of meeting together virtually for three hours each class period, I will likely pre-record some of my lectures and make them available for viewing at your own convenience. This will allow us to dedicate classroom time to discussions and hands-on learning activities, rather than you listening to me lecture online for three hours. For this approach to work, video lectures and course readings are to be viewed and read prior to each week’s class period. In other words, please come to class having already read the assigned readings and watched the pre-recorded video lectures. This will be key in allowing us to have fruitful discussions and effective learning activities. Coming to class without having read the assignments or watched the video lectures will impact your participation grade, and will also take away from the learning experiences of yourself and your peers.

### **Attendance Policy:**

While attendance is not mandatory in this course, it will be difficult to participate in discussions or complete in-class exercises/activities if you are not present. As such, a significant portion of your grade relies on you being physically and mentally present during class hours. Please notify me if you need to miss class due to illness or for other health-related reasons.

### **Zoom Camera Policy:**

I treat this course as though we were meeting in person. As such, **you are required to turn your camera on during class**. Failure to do so will affect your participation grade. If you have a poor Internet connection and need to turn your camera off to ensure a stable audio connection, then let me know. Please do everything you can to find a quiet, distraction-free place with a strong Internet connection during class periods.

## WEEKLY SCHEDULE AND ASSIGNMENTS

	Date	Topic	Assigned Readings
	Before 3/10	PRE-WORK	-Textbook reading, ch. 1-2 (pgs. 6-15; 23-28) -Submit “All About Me!” video -Submit names of team members (if desired)
Week 1	3/10	Intro to OB	-Textbook reading, ch. 8 (pgs. 157-192) -HBP Case: Teaming at Disney Animation -HBP Article: High-Performing Teams Need Psych. Safety. Here’s How to Create It -NYT Article about Google Teams* (see below)
Week 2	3/17	Teams	-Textbook reading, ch. 7 (pgs. 133-155) -HBP Case: What a Star—What a Jerk -HBP Article: How to Manage a Toxic Employee
Week 3	3/24	The Social Environment & Difficult Relationships	-Textbook reading, ch. 5-6 (pgs. 79-89; 107-116; 122-131) -HBP Article: Motivation: The Not-So-Secret Ingredient of High Performance (pgs. 4-18) -HBP Case: Motivating Others—Selected Vignettes <b>-Poster topics due: Sun, 3/28, 11:55 p.m.</b>
Week 4	3/31	Motivation	-HBP Leadership and Team Simulation: Everest (v3) -Watch the intro video and go through the tutorial at least once
	4/7	SPRING BREAK	
Week 5	4/14	Decision-Making	-Textbook reading, ch. 10 (pgs. 217-255) -HBP Case: Thomas Green: Power, Office Politics and a Career in Crisis
Week 6	4/21	Power & Politics	<b>-Posters due: Sun, 4/25, 11:55 p.m.</b>
Week 7	4/28	Poster Session	<b>-Final exam due: Thurs, 5/6, 11:55 p.m.</b>

HBP = Harvard Business Publishing, found in your Harvard coursepack.

\*NYT Article about Google: “What Google Learned from its Quest to Build the Perfect Team”  
<https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>

## **UNIVERSITY OF MINNESOTA POLICIES**

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### **Mask Usage**

Students are expected to practice physical distancing and wear appropriately protective face coverings indoors, including in the classroom, in compliance with state of Minnesota and University of Minnesota policies. If a student forgets their mask, one will be provided for them. Students can contact the Disability Resource Center for information about acceptable mask accommodations. Failure to comply with expected safety measures (face covering and social distancing) may result in a student conduct code violation (reporting to the Office of Community Standards).

### **Policies on Zoom Recordings and/or Pre-Recorded Lectures**

This course will include video and audio recordings of class lectures and classroom activities. These recordings will be used for educational purposes and I will make them available to students currently enrolled in HRIR 6441. Students must seek instructor permission in order to share either course recordings or course content/materials. Similarly, I will not share zoom recordings that contain images and/or voices of students with other sections or classes without first seeking and documenting permission from those students.

### **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 each 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
- Integrity
- Leadership
- Individual Responsibility

More can be found here: <http://www.carlsonschool.umn.edu/undergraduate/life-at-carlson/carlson-honor-code.html>

\*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.



## **Carlson Undergraduate Policy on Academic Misconduct**

As a university professor, I am **required** to report cheating. **If you cheat, your grade is taken out of my control.** The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting another's work as one's own work, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

- Plagiarism is unacceptable and unprofessional (see Code for definition). Activities that constitute plagiarism include not only copying text from articles or books but also paraphrasing them without proper citation. Be mindful of this—especially on your research posters!
- Other forms of academic dishonesty in this course include (1) working with others on individual assignments; (2) sharing information on quizzes; (3) working with non-members on team assignments; (4) using content you previously authored for other courses (i.e., past papers and projects).
- If in doubt about what is plagiarism, ask me!

## **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

## **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>.

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Disability Resource Center at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with Disability Resource Center and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the Disability Resource Center website, <https://diversity.umn.edu/disability/>.

## **Mental Health and Stress Management**

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

## **Academic Freedom and Responsibility**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Academic freedom and academic responsibility are taken seriously at the University of Minnesota. Students are encouraged to contact the instructor, the department chair, their adviser, or the campus student-conflict resolution office or center if they have questions or concerns.

## **Student English Language Support (SELS)**

If you are an international undergraduate student and need English language support, SELS is an on-campus service that offers free, 45-minute consultations to international undergraduate students to help develop their English skills. During a consultation, students can work with trained consultants on any English language skill, including writing, speaking, pronunciation, social skills, and listening. To make an appointment and/or find our schedule for walk-in hours, please visit the SELS website at: <https://cce.umn.edu/eslhelp> or email at [eslhelp@umn.edu](mailto:eslhelp@umn.edu).

## **Writing Assistance**

Clearly communicating your thoughts and ideas in your written assignments is a critical skill to develop for your future careers in organizations. Consequently, it is an integral component of this class. Regardless of how interesting your ideas are, if they are not communicated well they will not be fully understood by others. I expect well-written assignments. Student Writing Support (SWS) provides free writing instruction for all University of Minnesota students at all stages of the writing process—and everyone can benefit. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies. Consulting is available by appointment through SWS online and in 15 Nicholson Hall, and on a walk-in basis in 9 Appleby Hall. For more information, go to [writing.umn.edu/sws](http://writing.umn.edu/sws) or call 612.625.1893. In addition, SWS offers a number of web-based resources on topics such as documenting sources, planning and completing a writing project, and addressing punctuation and grammar questions. See [http://writing.umn.edu/sws/quick\\_help.htm](http://writing.umn.edu/sws/quick_help.htm).