

**ORGANIZATIONAL BEHAVIOR**
BADM 066 (52219), Fall 2008**Professor**

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Lecture Section

10: M 4:10 - 6:00pm, Funger 103

Discussion Sections

30: F 11:10 - 1:00am, Duques 359
31: R 5:10 - 7:00pm, Monroe 351
32: W 8:00 - 9:50am, Duques 358
33: R 11:10-1:00pm, Duques 358
34: T 8:00 - 9:50am, Monroe 250
35: F 8:00 - 9:50am, Duques 358

Course Objectives

In today's business and managerial climate it is critical for employees at all levels to demonstrate leadership and work effectively in teams. The overarching goal of this course is to offer a conceptual framework for understanding individual and group dynamics as they operate within and through organizations, and to create an opportunity for introspection, participation and skill development around competencies that are highly prized in the modern economy.

Specifically, then, this course has four interrelated objectives. The first is to impart a body of knowledge about human social dynamics in organizations. Such knowledge is at the core of mastering the managerial endeavor and serves as a basis for conceiving of and executing behavioral coordination in the pursuit of organizational goals. The second purpose is to test the applicability of this knowledge by using it to better comprehend, anticipate and influence the thinking and behavior of others as conditioned by organizational structure and policy. That is, this course will provide opportunities to examine the usefulness of theory as applied to real-world practice. The third purpose is to encourage students to assume a more *reflective* posture about their aptitudes, aspirations and interactions. This entails developing a keener sense of self-awareness about one's strengths and weaknesses in relation to

environmental demands. The fourth and final objective is to introduce students to the culture and expectations of a business school education. Business schools are professional in nature and orientation, and this course will furnish a foundation for one's experience at GWSB.

Course Format and Methods

The format of the course is a weekly Lecture Section attended by all students enrolled, and a Discussion Section broken down into groups of approximately 25. The Lecture Section is run entirely by the Professor, and addresses the *knowledge* component of the course. As the name implies, it is predominantly lecture based, but will also use frequent discussions. The Discussion Sections are concerned with the *experiential* learning component of the course inasmuch as they examine and explore the formal knowledge to facilitate the translation of theory into practice. The Discussion Sections are entirely the responsibility of the Discussion Instructors (though occasionally attended by the Professor), and in addition to structured discussion they will make considerable use of self-assessment instruments, videos, behavioral exercises and case analyses. There will also be considerable time allotted to "Team Conferences," and students are expected to come prepared to spend the time productively. Although Discussion Instructors will grade any assignment designated for them, students should be aware that the Professor has full authority for the overall course and final grading.

Readings and In-class Assignments

There is no such thing as an outstanding textbook, but the one we have chosen is condensed but comprehensive, well written, and accompanied by excellent supporting material. Please complete the assigned reading or exercises for each week prior to the Lecture or Discussion Section. Supplementary required readings may be handed out periodically.

Robbins, S. P. & Judge, T. A. (2008). *Essentials of Organizational Behavior (9th Edition)*. Upper Saddle River, NJ: Pearson-Prentice Hall

Course Requirements

Exams: There will be two exams, which will consist of multiple choice and perhaps short-answer essay questions, evenly derived from the Lecture and the book. Exam 2 will be cumulative, drawn approximately 1/3 from material covered up to Exam 1, and 2/3 from material covered since Exam 1.

Team Case Study & Competition: Teams of four to six will be assigned early in the semester, charged with writing and analyzing an original case study, as well as presenting it orally to their Discussion Sections. The top-rated team from each Discussion Section will then present their case study in a competition held in the Lecture Section. This assignment can be broken down as follows.

Outline. All teams are required to prepare and submit a two-page outline of their case study and presentation on the date denoted on the Course Schedule. This outline will serve as the basis for guidance and advice from the Discussion Instructor and should include: the basic premise of the case; a list of the concepts to be included; a description how these concepts are applied to the case; and, any additional information chosen by the team. Each team must email one outline to their Discussion Instructor by lecture start time (4:10pm) on the date due on the Course Schedule. All team members should be copied on the email. A one printed copy of the outline must be submitted at the beginning of lecture.

Case Paper. Teams will write a case depicting an actual or fictitious event that illustrates human relations in organizations. Subjects and dynamics should be drawn from the teams collective work experience, including current or past employment, participation in student organizations, sports teams, volunteer

efforts, community organizations and so forth. For instance, a case might tell the story of a young woman in her first serious career position, determining whether to accept an assignment that is high-profile but high-risk versus one that is low-profile and low-risk. The case will serve as a basis for analysis using course concepts. Specifically, teams should strive to show how course concepts help to better understand and explain the people, events, and organizations depicted in the case. The paper should be approximately 3000 words in length (12 pages), with about 60% devoted to the case and 40% to the analysis. The analysis must include 7 course concepts from the class. Each course concept analysis must include: a succinct definition of the concept, preferably written by the team; a short explanation showing how the concept applies to the case; and, detailed analysis of the concept in light of the case which may include comparing/contrasting, strengths/weaknesses, pros/cons, benefits/limitations or alternatives. Students *should* read ahead to find appropriate material. Course concepts in the analysis portion of the paper must be in **bold**. *Papers are due when noted on syllabus, in hard-copy* (disk or email attachments are not acceptable).

Case Presentation. In the second half of the semester, teams will present a 12-minute (strictly enforced) summary of their Case Study in their Discussion Section, which includes elements of both the story and the concepts. The Discussion Instructor will evaluate each presentation and designate by highest score which team will represent that particular section in the class competition. The presentation should be well rehearsed, polished and professional. PowerPoint presentations are encouraged, but videos are not allowed.

Case Competition. Each Discussion Section will then work with their designated team to polish and improve their presentation. In the last regular meeting of the Lecture Section, each designated team will present their improved case study in a class-wide competition, which will be judged by the Professor and guest judges like the Associate Dean of Undergraduate Studies. During these 12-minute (strictly enforced) presentations the entire class is required to attend and requested to wear business casual attire (attendance will be taken and the Attendance policy is enforced, see below).

This assignment achieves four objectives. First, it provides very real exposure to teamwork and all its advantages and disadvantages. Second, it furnishes an opportunity to apply course concepts to a self-generated, complex situation. Third, it gives students a chance to develop their presentation skills, which are highly prized in modern organizations. Fourth, it demonstrates several lessons about competition and cooperation that are important components of human social organization; that is, teams compete against other teams in their Discussion Section presentations, and then work with the designated team for the class-wide competition.

Class Participation: Participation is a difficult thing to assess. It includes offering insightful observations, asking pointed questions, being prepared for discussions and exercises, assisting fellow class members and generally contributing to a positive learning climate. Hence, because the success of the Discussion Sections, and to a lesser extent the Lecture Section, depends on your active involvement, points will be granted for quality of participation. Like anything, participation can be productive, nonproductive, and even counter-productive, and the responsibility of channeling it lies with both the professor and the student. *Attendance and Peer Appraisals will be reflected in this evaluation.*

Course Policy

Attendance: Attendance is not formally monitored in the Lecture Section (except for the Case Competition, see above). However, because a substantial amount of material will be covered in lecture that is not covered in the readings, good test performance is contingent on attendance. Attendance is required in the Discussion Sections. *Any student missing more than two required classes, including all Discussion Sections and Case Competition Lecture, will either fail the course or receive a Z (the equivalent of a W, or withdrawal, but requires that the course be taken over).* Absences due to religious observances and athletics must be communicated to the Discussion Instructor at the semester's start; no later than September 12, 2008. *Students are responsible for ensuring that their attendance was recorded by the Discussion Instructor. Being more than 15 minutes late for any Discussion Section constitutes an absence, and serial tardiness will influence the Participation grade.*

Late Assignments/Make-up Exams: 20% of the total points will be deducted for each day that an assignment is late. All students are required to take Exam 1 and Exam 2 when scheduled.

Papers: All written papers must be typed, double-spaced, using 12-point font with one-inch margins. Please staple papers, number page, and use a title page (including team names, individual names & ID numbers, Discussion Section number). Papers should be spell-checked and proofread before submitted. A significant evaluative portion of the Case Study is accounted for by "Style," which includes the readability, grammar and spelling of the paper. Students are encouraged to take advantage of the excellent assistance available in The Writing Center (Rome 555, X43765, gwriter@gwu.edu).

Miscellaneous: Record-keeping mistakes happen, so please keep all papers and exams to ensure you have received proper credit for all assignments. Disability Support Services letters should be provided to your Discussion Instructor and the Lead Discussion Instructor. If a notetaker is requested, a copy should be submitted to the Professor. Electronic requests for exam accommodations should be submitted to the Lead Discussion Instructor.

Grading Structure

Exam 1	25 points
Exam 2	50 points
Team Case Study & Competition	50 points
<i>Outline</i>	5 points
<i>Presentation</i>	15 points
<i>Paper</i>	30 points
Participation	25 points
TOTAL	150 points

Final grades will be based on the following percentage system: 100-93% = A; 92-90% = A-; 89-87% = B+; 86-83% = B; 82-80% = B-; 79-77% = C+; 76-73% = C; 72-70% = C-; 69-67% = D+; 66-63% = D; 62-60% = D-; less than 60% = see Professor.

Course Schedule

Week of	Lecture Section: Monday	Discussion Section: Tuesday - Friday
9/1	NO CLASS: Classes have not begun	<ul style="list-style-type: none"> ▪ Course Overview and Introduction ▪ Syllabus Review ▪ Interview Exercise ▪ Demographic Information
9/8	Trends in the Nature of Work, Organizations & Management <ul style="list-style-type: none"> ▪ Read: Chpt. 1 	NO DISCUSSION SESSION
9/15	Managerial Judgment I <ul style="list-style-type: none"> ▪ Read: Chpt. 4 	<ul style="list-style-type: none"> ▪ Team Assignments ▪ Coffee Beanery Exercise ▪ Team Conferences
9/22	Managerial Judgment II	NO DISCUSSION SESSION
9/29	Motivation & Learning I <ul style="list-style-type: none"> ▪ Read: Chpt. 5 	<ul style="list-style-type: none"> ▪ Blizzard Survival Exercise ▪ Work Interest Schedule (complete) ▪ Team Conferences
10/6	NO LECTURE	NO DISCUSSION SESSION
10/13	Motivation & Learning II <ul style="list-style-type: none"> ▪ Work Interest Schedule (interpretation) ▪ Read: Chpt. 6 	<ul style="list-style-type: none"> ▪ Work Interest Schedule (Users Manual) ▪ Team Conferences
10/20	EXAM 1	NO DISCUSSION SESSION
10/27	Personality <ul style="list-style-type: none"> ▪ Read: Chpt. 3 DUE: Case Study and Presentation Outline	<ul style="list-style-type: none"> ▪ Return & Discuss Midterm ▪ Team Conferences

Week	Lecture Section: Monday	Discussion Section: Tuesday - Friday
11/3	Teams & Groups <ul style="list-style-type: none"> ▪ Read: Chpt. 8 & 9 ▪ Film: Groupthink 	<ul style="list-style-type: none"> ▪ NO DISCUSSION SESSION
11/10	Conflict & Negotiation <ul style="list-style-type: none"> ▪ Read: Chpt. 13 	<ul style="list-style-type: none"> ▪ Conflict Style Inventory ▪ Used Car Exercise ▪ Team Conferences
11/17	Attitudes <ul style="list-style-type: none"> ▪ Read: Chpt. 2 	<ul style="list-style-type: none"> ▪ Team Conferences
11/24	Power & Politics <ul style="list-style-type: none"> ▪ Read: Chpt. 12 	NO DISCUSSION SESSION (Thanksgiving Break)
12/1	Leadership <ul style="list-style-type: none"> ▪ Read: Chpt. 11 	TEAM CASE PRESENTATIONS <ul style="list-style-type: none"> ▪ Team Case Competition Preparation ▪ Peer and Team Assessments Handout
12/8	TEAM CASE COMPETITION <ul style="list-style-type: none"> ▪ Course Evaluation ▪ DUE: Peer and Team Assessments ▪ DUE: Team Case Study 	
12/12- 12/20 TBD	EXAM 2	