Course: Organizational Behavior, MBA 592
Semester: Spring 2014
Instructor: Dr. Julia Bear
Instructor Contact Information: Harriman 254, julia.bear@stonybrook.edu
Office Hours: Wednesdays, 11:00am-12:00pm or by appointment
Meeting Time: Mondays and Wednesdays, 2:30pm – 3:50pm
Location: Harriman Hall 104

Course Overview:
As you pursue your careers, you will inevitably depend on people to accomplish organizational goals; you will need to work for other people, work with other people, and supervise other people. For this reason, an understanding of the human side of management is an essential complement to the technical skills you are learning in other core business courses. Although skills in finance, accounting, marketing, operations, and strategy are crucial for organizational success, the ability to manage an organization, its groups, and its individuals is equally important.

This course is an introduction to the basic concepts and topics in organizational behavior (OB) and management. We will survey a variety of topics that are related to managing people in organizations. Throughout this course, we will examine how individuals in organizations function across different contexts and levels of analysis: individually, in groups, and in organizations.

Required Texts & Other Course Materials:

Text: Robbins & Judge, Organizational Behavior, 15th Ed.

You will be expected to know the assigned textbook material before each class and for the papers and exams.

Course Pack: Contains cases and exercises. Available at the Bookstore.

Blackboard: All other articles assigned will be posted on Blackboard.
It is important that you read the assigned material thoroughly before class, and while doing so, you should continually ask yourself the following two questions:

(a) Do I understand the theory and/or principles of this material?
(b) So what? What are its implications? How would I apply this as a manager?

Student Learning Outcomes

College of Business Program Learning Outcomes

This course covers several of the MBA Program Learning Objectives. Specifically:

- **Managerial Communication Skills**: In order to be able to communicate effectively, in this course you will be assessed on written assignments (case analyses), an oral presentation, and your in-class participation in discussions and exercises.
- **Analytical Decision-Making**: Through case analyses and class discussions, you will apply critical thinking skills to issues in organizations, and you will be assessed on the acuity of your critical thinking skills.
- **Leadership & Team Interaction**: In this course, we will study the science behind effective leadership and team performance. You will also participate in multiple team-based exercises in order to assess and improve upon your own team interactions. Class discussions also provide an excellent opportunity to lead debates about a variety of issues.
- **Global Perspective**: In this course, the realities of global management are integrated into the curriculum, in particular in several cases of the cases that you will analyze.

Course Specific Learning Outcomes

There are three main goals that this course is designed to accomplish:

- Increase your knowledge of OB concepts so you can understand and analyze how organizations and the people within them work.
- Provide you with opportunities to apply OB concepts to real world problems faced by managers every day.
- Develop your leadership and management potential. Effective leaders manage people, information and processes to accomplish organizational goals, often under conditions not entirely in their control. Leaders must successfully be able to diagnose problems, communicate clearly, make effective decisions, influence others, manage diversity, and drive organizational change.

Instructional Methods

To meet the goals listed above, this course uses readings, lectures, exercises, cases, individual and team assignments and class discussion. Reading assignments provide an important foundation for class discussion and must be completed prior to each class session. The due dates
for all readings and other assignments are listed in the class schedule at the end of the syllabus. Lectures will be used to highlight key points from the readings as well as provide additional information designed to supplement the readings. Exercises and cases will provide you with the opportunity to apply what you have learned to real world issues and scenarios. Because each of you brings unique perspectives and experiences to the class, participation in class discussions and class exercises is essential to your own learning as well as that of other class members.

Course Requirements & Grading Information:

Assignments and Grading

Your final grade in this course will be calculated out of 100 total points and will be based on the following components:

- Class participation
  - Participation in discussions/attendance 10%
  - Case notes 10%
  - 20% total

- Exams
  - Exam 1 20%
  - Exam 2 20%
  - 40% total

- OB in the News Group Presentation 20%
  - 20% total

- Case Analyses
  - Case 1 - Individual written 10%
  - Case 2 - Individual written 10%
  - 20% total

Class Attendance and Participation (20%): Every session of the course involves interaction in the form of class discussion and exercises, which are an important part of the learning process. To attain a rich understanding of the concepts, engage the material before class by thoughtfully reading the articles and cases. In other words, be actively involved in the learning process.

Attendance: If you're not here, you can't contribute much to class discussion. Thus, any absence will have a negative impact on your grade. If you need to miss class for a foreseeable reason (i.e., job interview), please notify me at least 24 hours in advance.
Participation: Your grade on class participation will be based not only on the frequency of participation (neither too much nor too little) but also on the quality of your contributions to the ongoing discussion and your success in leading the discussion in productive, analytical directions. In addition, during classes when we analyze cases, I will cold call during the discussion. Evidence of a lack of preparation will have a negative impact on your grade. Finally, the use of devices is not recommended as it distracts from the learning process. Using devices during class time for non-class related reasons can also negatively impact your grade.

Case Notes: We will read and analyze six cases during the semester. In order to facilitate a good class discussion, you are required to hand in case notes for four of those cases in the beginning of class, which should include a brief recommendation for the issue raised in the case, as well as interesting points to discuss in class. Case notes should be no longer than 2 paragraphs and will be graded with a check/check minus/zero. Adequate case notes will receive a check, incomplete or inadequate case notes will receive a check minus, and missing case notes will receive a zero. Case notes must be handed in on the day that they are due and late case notes will not be accepted. In addition, case notes will only be accepted in class. Since the goal of the case notes is to facilitate class discussion, if you are absent from class, your case notes for that day will not be accepted. For the remaining two cases, you will hand in written analyses (see description below).

Exams (40%): There will be 2 closed book exams during the term. Each exam score will be 20% of your grade. Exams start promptly and there is no time allowance for those who arrive late. Exam questions will cover material from readings, lectures, and class discussion. Questions will include a mix of multiple choice, true/false, and short answer.

OB in the News Group Presentation (20%): In a group, you will analyze an issue that is currently taking place and being reported in the news or that has recently taken place (within the previous year), and that involves concepts covered in this course. As a group, you will present your analysis and recommendations to the class. Your analysis should include:

- A concise summary of the issue.
- An analysis of the OB concept(s) involved in the situation. Apply the appropriate concept(s) and think critically about the way in which this situation does or does not illustrate the theories and research that you have learned about.
- Analyze how the parties involved could perform more effectively based on what you have learned about the related OB concepts.

Sources for the analysis should be at least 5 articles from reputable newspapers and magazines, i.e. The New York Times, The Wall Street Journal etc., and should be listed in a references section at the end of the presentation. References should be written according to APA style guidelines. Presentations should be no longer than 15 minutes. Groups will consist of 5 students and will be assigned via Blackboard. Your presentation will be judged on both the content of your analysis as per the three points above, and the quality of your presentation style, which
includes the quality and layout of your slides, your public-speaking, the organization of the presentation, and the overall professionalism of your group's presentation. Specifically:

**Group Project Oral Presentations.** Each and every member in your group must participate in the oral presentation. *Don’t* read slides to the audience and *don’t* have wordy slides that the audience tries to read while you present. *Do* use key words or phrases and *do* use lots of graphics. Make it interesting and professional. *Rehearse!*

**Important considerations:**
1. Please ensure that you speak loudly and clearly and that you rehearse your presentation.
2. Make sure you introduce your team members and your topic.
3. You will have 15 minutes to deliver your final presentation plus 2-3 minutes for Q&A. Use your time wisely! Points will be deducted if your presentation goes over the allotted time and if your overtime becomes excessive, I will have to stop your presentation in order to accommodate the other groups presenting.
4. I prefer that you **not use any note cards** during your presentation. Remember, you are only speaking for a few minutes

**Case Analyses (20%):** In this course, you will read, analyze, and discuss several cases. In addition, you will submit two written case analyses (10% each). Your analysis should consist of three parts: 1. A problem statement; 2. An analysis of the problem, including root causes; 3. Your recommendations, including implementation and feasibility. This assignment should be no longer than 3 pages with 12 point font and 1 inch margins. Please see Blackboard for more information and detailed instructions regarding how to write your case analyses.

**Grading Policies**

1. All assignments must be turned in at the beginning of class on the date they are due. Grades on late assignments will be penalized by one letter grade for each calendar day they are late.

2. To appeal a grade, submit a typewritten request explaining your position (along with the original assignment) within 7 days of receiving your grade. Document your points with the appropriate course material. I reserve the right to re-grade the entire assignment when an appeal is submitted. **This can result in a lower grade.**

3. Cheating in any form will be prosecuted to the fullest extent permitted by the university. See below for information regarding academic dishonesty and academic integrity.

**Grading System**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Academic Dishonesty:
The College of Business regards any act of academic dishonesty as a major violation punishable by severe penalties, including dismissal from the University. University policy requires that instructors and GAs and TAs report all suspected cases of academic dishonesty to the appropriate Academic Judiciary Committee, which is empowered to take strong action against violators. Under no circumstances will the College of Business permit cheating of any kind. Many activities constitute academic dishonesty. The following list is not inclusive, only suggestive:

- Cheating on exams or assignments by the use of books, electronic devices, notes, or other aids when these are not permitted, or by copying from another student.
- Collusion: two or more students helping one another on an exam or assignment when it is not permitted.
- Ringers: taking an exam for someone else, or permitting someone else to take one's exam. Submitting the same paper in more than one course without permission of the instructors.
- Plagiarizing: copying someone else's writing or paraphrasing it too closely, even if it constitutes only some of your written assignment.
- Submitting the same paper in more than one course without approval of the instructors.
- Falsifying documents or records related to credit, grades, status (e.g., adds and drops, P/NC grading), or other academic matters.
- Altering an exam or paper after it has been graded in order to request a grade change.
- Stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.
- Preventing relevant material from being subjected to academic evaluation.

**Americans with Disabilities Act:**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.sunysb.edu/ehs/fire/disabilities.shtml](http://www.sunysb.edu/ehs/fire/disabilities.shtml)

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

**Blackboard:**

You can access class information on-line at: [http://blackboard.sunysb.edu](http://blackboard.sunysb.edu). If you have used Stony Brook's Blackboard system previously, your login information (Username and Password) has not changed. If you have never used Stony Brook’s Blackboard system, your initial password is your SOLAR ID# and your username is the same as your Stony Brook (sparky) username, which is generally your first initial and the first 7 letters of your last name.

If you are having trouble logging into Blackboard, you will need to log into [SOLAR](http://solar.sunysb.edu) to verify your **Net ID username & set your Net ID Security Question and Password.** For more information, visit: [http://clientsupport.stonybrook.edu/](http://clientsupport.stonybrook.edu/)

If you are a student and continue to have a problem logging into Blackboard, you will need to bring photo ID to either the Melville Library SINC Site Room S1460 or the Union SINC Site Room 080 and speak to a Blackboard Administrator from Saturday - Friday from 9 am - 5 pm.
Course Schedule

**WEEK 1: WHAT IS ORGANIZATIONAL BEHAVIOR?**

**Monday, January 27**
- Review syllabus

**Wednesday, January 29**
Please read the following *before* class:
- Robbins, Chp. 1: “What is Organizational Behavior?”
- Robbins, Appendix: “Research in Organizational Behavior” (pps. 616-622)
- Instructions re case analyses on Blackboard

**WEEK 2: MOTIVATION**

**Monday, February 3**
Please read the following *before* class:
- Robbins, Chp. 7: “Motivation Concepts”

**Wednesday, February 5**
In class exercise: Harrah’s case analysis

****ASSIGNMENT DUE: Harrah’s case notes**
Please read the following *before* class:
- “Harrah’s Entertainment Inc.: Rewarding Our People” (Coursepack)
- Robbins, Chp. 8: “Motivation: From Concepts to Applications” (pps. 252-262)

**WEEK 3: PERCEPTION AND DECISION MAKING**

**Monday, February 10**
In class exercise: Decision-making problem-solving

Please read the following *before* class:
- Robbins, Chp. 6: “Perception and Individual Decision-Making”

**Wednesday, February 12**
In class exercise: Carter Racing – Should they race?
Please read the following before class:

- Carter Racing case (Coursepack)

**WEEK 4: GROUPS AND TEAMS**

**Monday, February 17**
Please read the following before class:
- Robbins, Chps. 9 and 10: “Foundations of Group Behavior” & “Understanding Work Teams”

**Wednesday, February 19**
In class exercise: Surviving a Disaster

**WEEK 5: CONFLICT AND TEAMS**

**Monday, February 24**
In class exercise: Managing a Global Team case analysis

Please read the following before class:

- “Managing a Global Team: Greg James at Sun Microsystems, Inc.” (Coursepack)

**ASSIGNMENT DUE: Case 1 Sun Microsystems – Individual written analysis**

**Wednesday, February 26**
Please read the following before class:

- Robbins, Chp. 14: “Conflict and Negotiation”

**WEEK 6: NEGOTIATIONS & EXAM 1**

**Monday, March 3**
In class exercise: New Recruit negotiation

**Wednesday, March 5**
***Exam 1: Includes all readings and material presented in lectures.***

**WEEK 7: POWER, PERSUASION, & INFLUENCE**

**Monday, March 10**
Please read the following before class:

- Robbins, Chp. 13: “Power and Politics”
**Wednesday, March 12**
In class exercise: Lisa Benton case analysis

**ASSIGNMENT DUE: Lisa Benton case notes**

Please read the following before class:

- “Lisa Benton (A)” (Coursepack)

**NO CLASS MARCH 17 & MARCH 19 – SPRING BREAK**

**WEEK 8: LEADERSHIP**

**Monday, March 24**
Please read the following before class:

- Robbins, Chp. 12: “Leadership”

**Wednesday, March 26**
In class exercise: Watch and analyze “Street Fight”

**WEEK 9: LEADERSHIP & ORGANIZATIONAL CULTURE**

**Monday, March 31**
In class exercise: Watch and analyze “Street Fight”

**Wednesday, April 2**
Please read the following before class:

- Robbins, Chp. 16: “Organizational Culture”

**WEEK 10: ORGANIZATIONAL STRATEGY & STRUCTURE**

**Monday, April 7**
In class exercise: Whole Foods case analysis

**ASSIGNMENT DUE: Case 2 – Whole Foods – Individual written analysis**

**Wednesday, April 9**
Please read the following before class:

- Robbins, Chp. 15: “Foundations of Organizational Structure”
**Week 11: Social Networks & Globalization**

**Monday, April 14**  
In class exercise: Network assessment exercise

**Wednesday, April 16**  
In class exercise: Shenzhen Filtroil case

**ASSIGNMENT DUE: Shenzhen Filtroil case notes**

Please read the following before class:

- “Shenzhen Filtroil: Finding Balance” (Coursepack)

**Week 12: Diversity & Evidence-Based Management**

**Monday, April 21**  
In class exercise: Differences at work: Sameer case.

**ASSIGNMENT DUE: Differences at work: Sameer case notes**

Please read the following before class:

- “Differences at work: Sameer (A)"
- Robbins, Chp. 2: “Diversity”

**Wednesday, April 23**  
In class exercise: Watch and discuss excerpts from “Moneyball”

Please read the following before class:

- Pfeffer, J, & Sutton, R.I. Evidence-based management. *Harvard Business Review.* (Blackboard)

**Week 13: Finale & OB in the News Presentations**

**Monday, April 28**  
In class: Catch-up (if necessary); conclusions

**Wednesday, April 30**  
In class exercise: OB in the News group presentations

**ASSIGNMENT DUE: OB in the News Presentations – Powerpoint slides due in class from all groups**
**Week 14: OB in the News Presentations & Exam 2**

**Monday, May 5**
In class exercise: OB in the News group presentations continued

**Wednesday, May 7**
***Exam 2: Includes all readings and material presented in lectures since previous exam.***