



Hankuk University of Foreign Studies

2018 Summer Session

BUS 203 Organizational Behavior

Course Outline

Course Code: BUS 203

Instructor: Victoria Digby

Home Institution: Western University

Office Hours: TBA

Email: vdigby@uwo.ca

Credit: 4

Class Hours:

This course will have 72 class hours, including 40 lecture hours, professor 10 office hours, 10-hour TA discussion sessions, 2-hour review sessions, 10-hour extra classes.

Course Description:

People in organizations don't always behave the way you think they will. As a result, your ability to understand, explain, and predict human behavior within organizations is a rare and valuable skill whether you are a new employee, a middle manager, or a top level executive. This course is designed to expose you to important theories and conceptual models for analyzing, understanding, and managing human behavior within organizations. In this seminar, we will study a wide range of organizational situations and examples of human behavior, and connect them to foundational theories and effective practical management methods. We seek to answer questions such as:

- Why do people behave the way they do when they are in organizations?
- Under what circumstances will peoples' behavior in organizations change?
- How do organizations impact the behavior of individuals, formal groups (such as departments), and informal groups (such as people from different departments who meet regularly for lunch)?
- Why do different groups in the same organization develop different behavioral norms?

In other management and business classes, you learn how to manage organizational information, how to analyze the accounting statements, how to make finance decisions based on quantitative economic analysis, and how to design and manage projects to a deadline. You learn all these things so that when you get out of college, you can join an organization and help it to further its mission and purpose. This course is different. In this course, you learn how to understand and deal with people, because without people, there is no such thing as "organizing". Without people, organizations don't exist.

The knowledge, skills, and abilities you will develop in this course will help you throughout your working life. Understanding and anticipating human attitudes and behavior in the organizational context is a useful



and powerful capability, whether you are trying to participate effectively in a work group, make managerial decisions about pay and promotion, or motivate and lead an entire organization.

Course Objectives

This course has four objectives:

- To impart a theoretical understanding of the nature of individual and group behavior within organizations, such that you possess mastery of this knowledge
- To increase your ability to draw conclusions and develop inferences about attitudes and behavior, when confronted with different situations that are common in modern organizations
- To increase your skill in identifying motives and in discriminating between different behavioral and attitudinal mechanisms that affect members of organizations
- To cultivate your abilities and skills in critical thinking, written communications, verbal discussion and debate, teamwork, and decision making

Textbook:

McShane & Von Glinow. (2012). M: Organizational Behavior, 1st Ed. New York: McGraw Hill/Irwin
ISBN-13: 978-0078029417.

Course Requirements and Grading:

Your grade in the course will be determined as follows:

| | |
|--------------------------------|-----|
| Class Contributions | 10% |
| Quizzes (2 quizzes @ 10% each) | 20% |
| 2 In-class Exams (20% each) | 40% |
| Learning Journal | 30% |

Grading is based on mastery of course material. Letter grades will be assigned as follows:

| | | |
|----|---|--------|
| A | - | 93-100 |
| A- | - | 90-92 |
| B+ | - | 87-89 |
| B | - | 83-86 |
| B- | - | 80-82 |
| C+ | - | 77-79 |
| C | - | 73-76 |
| C- | - | 70-72 |
| D+ | - | 67-69 |
| D | - | 63-66 |
| D- | - | 60-62 |
| F | - | 0-59 |



Description of Requirements

Class Contributions (10%)

We will spend a lot of time in discussion. You are responsible for preparing to discuss each reading and case study. Insights that you generate from the readings and from your own past experiences are an important contribution to the class; others benefit from your preparation, as you benefit from theirs. Lots of students are intimidated by the prospect of contributing to class discussion. This anxiety is understandable, but the only way to overcome it is to be prepared (i.e., read and reflect) and then contribute frequently. The more you speak up with valuable contributions, the easier it becomes. If you have familiarized yourself thoroughly with the readings, and have spent time critically reflecting on them, you will succeed when you speak up. Also, keep in mind that airtime during class is a limited and valuable resource, so *please use it effectively*. Participation that does not add value (e.g., simply repeating facts obvious to all, etc.) is treated the same as non-participation.

Behaviors that contribute toward effective class contribution are illuminated by the following questions:

- 1) Is the student in class? Clearly, absent students cannot participate and add value to class discussions. I track participation using the name cards you make during the first class. Please consistently display them during class time (as Jerry McGuire said, "Help me, help you.").
- 2) Does the student listen to others' viewpoints?
- 3) Are the points made by the student relevant to the discussion? Do they incorporate or recognize the contributions made by other students?
- 4) Do comments add to understanding of the case study or concept?
- 5) Do comments indicate some non-trivial depth of analysis?
- 6) Does the student distinguish between different kinds of data, e.g., facts, opinions, speculative claims, etc?
- 7) Is the student willing to share information or analysis?
- 8) Is the student willing to speculate or test new ideas and possible explanations, or are all comments "safe"?
- 9) Is the participant willing to interact with other students and engage in constructive debate?
- 10) Does the student ask questions? Is there a sense of curiosity?
- 11) Does the student treat others in a professional manner? Students are expected to behave in this class with the same level of civility and professional protocol as any other business situation.

Exams (30% each, total 60%)

The two examinations will consist of multiple choice and short answer questions that ask you to recall major theoretical concepts and apply course material to hypothetical situations. The exam material will come from text readings, class discussions, in-class exercises, and case studies. The first test will assess your knowledge of all course material covered from the beginning of class through midterm. The second examination will cover course material from the midterm to the end of the class. For each test, you will be allowed to bring a one page note sheet on which you can write or type anything you want (both sides).

Learning Journal (30%)



The purpose of the learning journal is to demonstrate your understanding and applications of course material, and your ability to communicate in writing. You can do this in a critical fashion – for example, by constructively criticizing course content or the points of discussion we debate during class, in addition to examination of your own assumptions, inferences, and conclusions. You may react to readings or in-class exercises by asking what important insights you took from them. You should also apply course material to your own experiences and to current news events, as applicable. You should ideally write in your journal each week.

An adequate journal (outstanding will go beyond) includes the following:

- A critical reaction or analysis to one reading from the week’s reading assignments. You may write about more than one.
- Your reaction(s) to class discussion points and in-class exercises. What did you learn about yourself from discussion or the exercises? About other points of view? What real-world applications do you see for what you learned? How is the material relevant to you in the near term? In the long term?
- A description of something you’ve experienced, or of a current event, that relates to the material. How would you analyze the situation now that you’ve learned new conceptual material?
- If you’ve been a member of an organization (e.g., part-time job, student club, fraternity, sorority, etc.), a description of or reaction to an attempt by you or others to apply recognizable practices drawn from course content. What happened? What is your analysis of the situation?

Do not worry if your position on certain course material does not “agree” with my subjective opinion (if I provide it). I am interested in evidence of critical analysis, learning, and insights you gain, no matter whether they line up with my own subjective views.

Classroom Professionalism Policy

The highest professional standards are expected of all members of the community. The collective class reputation hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

Our classroom experience is enhanced when:

- **Students arrive on time.**
- **Students display their name cards.**
- **Students minimize unscheduled personal breaks.**
- **Students are fully prepared for each class.**
- **Students respect the views and opinions of their colleagues.**
- **Laptops are closed and put away.**
- **Phones and wireless devices are turned off.**
- **Late Policy.** No late assignments will be accepted.
- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.



COURSE SCHEDULE

OB = M: Organizational Behavior (textbook)

| | | |
|------------------------------|--|--|
| Week 1 | | |
| | What is OB? | OB: Chapter 1 |
| | Individual Behavior: Personality & Values | OB: Chapters 2: pp. 24-44 |
| | Individual Perception and Learning | OB: Chapter 3 |
| | Motivation and Rewards | OB: Chapter 5 |
| | Motivation and Rewards | OB: Chapter 3: pp. 63-67 |
| Week 2 | | |
| | Decision Making & Ethics | OB: Chapter 6 |
| | Ethics & Conflict | OB: Chapters 2: pp. 24-44 |
| | Ethics & Conflict | OB: Chapter 10 |
| Week 3 | | |
| | Negotiations | Negotiation Roles (distributed in class) |
| | Managing Teams | Murder Mystery Roles (distributed in class) |
| | | OB: Chapter 7 |
| | Communication in Teams and Organizations | OB: Chapter 8 |
| | EXAM 1 | |
| Week 4 | | |
| | Power, Persuasion, & Influence | OB: Chapter 9 |
| | Leadership & Organizational Culture | OB: Chapter 11 |
| | | OB: Chapter 13 |
| Week 5 | | |
| | Organizational Design | OB: Chapter 12 |
| | Organizational Change | OB: Chapter 14 |
| | EXAM 2 | |
| Learning Journals due | | |