Professor: Dr. Victoria M Grady, Assistant Professor, Management  
Email: vgrady3@gmu.edu  
Office: Enterprise Hall, Room 213, Management Suite  
Office Hours: By Appointment  
Cell for Texting: 703.577.2741  

Course Description: This course builds on the fundamental theories and concepts introduced in MGMT 301 which focused on the managerial functions and activities such as planning, organizing, controlling, and leading. MGMT 313 will expand management knowledge through a defined focus on organizational behavior. Organizational behavior (OB) is a field of study aimed at predicting, explaining, understanding and changing human behavior as it is reflected in organizations. The science of organizational behavior is interdisciplinary in nature and draws from the fields of psychology, sociology, social psychology, and group dynamics. This course will explore the dynamics between the individual and the organization through this behavioral science lens.

This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill the Writing Intensive requirement in the Management major. It does so through three individual 1000-word paper due Week 3, Week 7, and Week 11 and a group assignment with a maximum of 3 members with a cumulative paper consisting of at least 2100 words. Each member of the team will be responsible for identifying their individual contribution to the assignment. Each individual is required to contribute at least 700 words.

Format: The format for this course will involve weekly lectures, interactive classroom discussion, and application of theory through case study and/or in-class exercises.

Undergraduate program learning goals (those in bold will be addressed in this class):
1. Our students will be competent in their discipline.
2. Our students will be aware of the uses of technology in business.
3. Our students will be effective communicators.
4. Our students will have an interdisciplinary perspective.
5. Our students will be knowledgeable about global business and trade.
6. Our students will recognize the importance of ethical decisions.
7. Our students will be knowledgeable about the legal environment of business.
8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams.
9. Our students will understand the value of diversity and the importance of managing diversity in the context of business.
10. Our students will be critical thinkers.
Course Learning Objectives:
1. Describe organizational behavior concepts and their interrelationships.
2. Integrate knowledge of individual, group, organizational, and global factors that affect the management of organizations.
3. Adapt organizational theory and research to diagnose and solve specific real-world problems.
4. Understand how to work collaboratively with others on the interdependent tasks.
5. Develop critical writing skills through the Writing Intensive (WI) model format of the course assignments.

Required Texts:

Required Articles: Other readings will be provided during the semester either via link through Blackboard or via the online database at GMU Library.

Course Requirements:
Grades will be based on the following:
Response Paper 1-Version 1 5%
Response Paper 1-Version 2 10%
Response Paper 2 15%
Mid-Term Exam 20%
Final Exam 20%
Case Study Presentation 10%
Case Study Paper 15%
Class Participation & Attendance 5%

Grading Scale:
A = 94-100; A- = 90-93; B+= 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 73-76; C- = 69-70; D+ = 65-68; D = 61-64; F = 60 and below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment</th>
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<tbody>
<tr>
<td>Week 1-</td>
<td>What is OB and Why is it important?</td>
<td>Chapter 1</td>
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<td>Sept 2</td>
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<td>“Social Networking 2015” YouTube Video</td>
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<td></td>
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<td>Andrew Stanton: How To Tell A Story?</td>
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<td><a href="https://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story?language=en">https://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story?language=en</a></td>
</tr>
</tbody>
</table>
| Week 2-Sept 9 | How do **Attitudes** and **Values** affect work related outcomes? | Chapter 2
Elizabeth Gilbert: Creativity

HBR Article - *Hire for Attitude, Train for Skill* by Taylor |
| Week 3-Sept 16 | Do **Individual Differences** and **Emotions** impact my performance? If so, how? | Chapter 3
Malcom Gladwell: *David and Goliath*
[https://www.ted.com/talks/malcolm_gladwell_the_unheard_story_of_david_and_goliath](https://www.ted.com/talks/malcolm_gladwell_the_unheard_story_of_david_and_goliath)

HBR Article - *Building a Shared Mental Model to Rekindle Collaboration* by Green
*Mental Models Exercise- In Class and Outside Activity* |
| Week 4-Sept 23 | Why are **Social Perception** and **Managing Diversity** important topics in Organizational Behavior? | Chapter 4

**Video**: 10 Things to Offend People from Different Cultures
[https://www.youtube.com/watch?v=UTE0G9amZNk](https://www.youtube.com/watch?v=UTE0G9amZNk)

**Video**: Diversity Challenges
[https://www.youtube.com/watch?v=n6kUaDp5FVU](https://www.youtube.com/watch?v=n6kUaDp5FVU)

*Response Paper #1 Due*
*In-Class Peer Review Feedback* |
| Week 5-Sept 30 | How do you apply **Motivation** theories? | Chapter 5
*What motivates YOU? Exercise- In Class* |
|  |  | *Second Version of Response Paper #1 Due-*
*Submission to the Professor with Peer* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Oct 7</td>
<td>How do you use <strong>Goals, Feedback, Rewards, and Positive Reinforcement</strong> to increase effectiveness?</td>
<td><strong>Response Paper #1 Returned to Students with Feedback from Professor</strong></td>
<td>Chapter 6</td>
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<tr>
<td>Week 7</td>
<td>Oct 14</td>
<td>What is <strong>Positive Organizational Behavior</strong>?</td>
<td><strong>Re-Work Paper #1 Due- Submission to Professor with Professor/GTA Feedback Integrated</strong></td>
<td>Chapter 7</td>
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<td>Week 8</td>
<td>Oct 21</td>
<td>Mid-Term Exam</td>
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<td>Week 9</td>
<td>Oct 28</td>
<td>Does <strong>Group/Team Work</strong> really improve organizational performance?</td>
<td><strong>Exercise: Group/Team—Lunar Survival Exercise</strong></td>
<td>Chapter 8</td>
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<td>Week 11</td>
<td>Nov 4</td>
<td>How has the digital age changed <strong>Communication</strong>?</td>
<td><strong>Amy Cuddy: Communication</strong> <a href="http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en">http://www.ted.com/talks/amy_cuddy_you r_body_language_shapes_who_you_are?language=en</a></td>
<td>Chapter 9</td>
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<td>Week 12</td>
<td>Nov 11</td>
<td>Can organizational <strong>Conflict and Negotiation</strong> give you an advantage?</td>
<td><strong>Second Version of Response Paper #2 Due- Submission to the Professor with Peer Review Notes and Feedback Integrated</strong></td>
<td>Chapter 10</td>
</tr>
</tbody>
</table>

*The Eyes Have It Exercise-In Class*
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<tr>
<th>Week 13-</th>
<th>Why are <strong>Decision Making</strong> and <strong>Creativity</strong> Important Skills?</th>
<th>Chapter 11</th>
</tr>
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<tr>
<td>Nov 18</td>
<td><strong>Nov 25</strong> Thanksgiving Break <strong>No Class</strong></td>
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<tr>
<td>Week 14-</td>
<td>What do <strong>Power</strong>, <strong>Influence</strong> and <strong>Politics</strong> have to do with organizational effectiveness?</td>
<td>Chapter 12 and Chapter 13</td>
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<td>Dec 2</td>
<td>What does it mean to be a <strong>Leader</strong>?</td>
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<tr>
<td>Week 15-</td>
<td>How do <strong>Culture</strong>, <strong>Socialization</strong>, and <strong>Mentoring</strong> impact competitive advantage?</td>
<td>Chapter 14 and Chapter 15</td>
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<tr>
<td>Dec 9</td>
<td>How do you <strong>Innovate</strong>?</td>
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<td></td>
<td>Final Class- <strong>Change</strong>—How can you <strong>Manage</strong> stress?</td>
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<td><strong>Final Exam</strong></td>
<td><strong>TBA</strong></td>
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**Writing Requirements:**

**TEDx Video:** General Stanley McCrystal-
Drew Dudley-
[http://www.ted.com/talks/drew_dudley_everyday_leadership.html](http://www.ted.com/talks/drew_dudley_everyday_leadership.html)
Simon Sinek-
[http://www.lifehack.org/articles/communication/20-most-inspiring-ted-talks-all-time-that-you-should-not-miss.html](http://www.lifehack.org/articles/communication/20-most-inspiring-ted-talks-all-time-that-you-should-not-miss.html)

**HBR Article** - *Why Programs Don’t Produce Change* by Eisenstat, Spector, and Beer

***Final Case Study Paper Due***
Response Papers--There are two response papers due during the semester. Please note the due date listed on the syllabus in the third column of the schedule table.

The response papers are unique and should be considered independent assignments. While each response paper is considered a single assignment, the feedback/suggestions both from your peers and the professor should be carried forward from one assignment to the next. Each response paper should be approximately 1500 Words.

The **first paper** will be a persuasive paper based on a hiring scenario that will be presented by the Professor. *(SEE SCENARIO POSTED ON BLACKBOARD)* Students will be given a scenario and three resumes of potential candidates. The students will review the scenario, review the resumes, and then form an argument (persuasive dialogue) for one of the candidates. Course concepts should be integrated as a basis for the dialogue.

The **second paper** will be a response to at least two of the Harvard Business Review article *(SEE READING LIST AT END OF SYLLABUS)* that is relevant to the course topics. Specific submission to include feedback process are included below under the description for each response paper. This paper should persuade company leaders that they should read the articles and integrate the concepts as a new component of the organizations Standard Operating Procedure (SOP).

Students should be persuade/argue (in each assignment) how the candidate in response paper #1 and the new SOP policy in response paper #2 will benefit company leaders and positively influence the organization. The arguments should be built around the way the content of the paper supports best practices (course theory and course concepts) to manage the human side of the enterprise.

The paper should include a convincing dialogue supported by the theoretical literature in the textbook and beyond. Additional references must include a minimum of 3 outside peer reviewed sources. Real-world examples from your personal experience are required as part of each discussion --- the application can be carried forward from one topic area to the next.

**Response Paper #1**- Students draft a paper based on the assigned scenario. The class time on the date due will be focused on a writing tutorial and peer review feedback. Students submit the original along with a revised draft based on the dialogue during the class tutorial/discussion the week following date due on syllabus. Grade would be based on the quality of the improvements made. See Rubric on Blackboard.

**Response Paper #2**- Two articles from the list at the end of the syllabus should be read. Students will form clusters of 3 and meet during class time after circulating their paper in order to critique one another’s draft. Each student should prepare a set of bullet points covering their assessments of the draft to this discussion, these should be submitted along with the students original and revised paper the week following the due date on syllabus. The grade would be a function of the
quality of the revised draft, irrespective of just how many suggestions from peers are adopted. See Rubric on Blackboard.

**Note**- The expectation is that the feedback provided by your peers and the professor during each response paper are reflected in the next. The goal for this assignment is to see defined improvement from one response paper to the next and a clear progression of improvement in the writing style, content, reference identification, etc.

**Case Study and Presentation:** This is a group project. Teams/groups will be assigned the first day of class. Each group will have NO more than three members. All groups will be asked to identify a scenario or case in which at least one member of the team was directly involved. The case will be analyzed and reported in the context of the course material.

This assignment will be due in two increments. The first is a formal paper outlining the specifics of the case. The case study, supporting facts, and analysis should be approximately 2100 words in length and should include at least 5 peer reviewed references in addition to the textbook. The paper will be divided into two sections. Section 1 outlines the details of the case. Section two is the analysis and recommendations. The analysis of the case study (section 2 of the paper) should be 50% organizational behavior theory applied to the case and 50% persuasive dialogue related to the recommendations. **The Final Paper will be submitted via a paper copy to the professor on the designated date during Week 15 of the course.** However, the papers can be submitted earlier.

*All Students should present in writing to the Professor no later than 3rd week a short description of the case study to be discussed, written and presented to the class.*

The second is a classroom presentation of the case study and analysis of the facts in the form of a student facilitated discussion. The second part of the assignments due date will be determined based on the number of individuals in the class. The presentations will start during the 4th week of class. The presentations will be timed and should not exceed 12 minutes in length. Please note this does NOT count questions which should be at the end of the presentation.

The deliverable for the second part of the assignment will be based on the submission of a paper copy of the PowerPoint (PPT) Presentation at the time of presentation **AND** the successful facilitation of the classroom discussion. This is a timed presentation; therefore, it is **crucial** to the **success** of this component of the project that the PPT presentation be rehearsed.

**Note**- This is a group project. Groups will be assigned during the first class. Detailed specific information will be discussed on the first day of class regarding the basis for the case topics appropriate for the assignment.

**Technology Expectations:**
Please turn OFF or silence (i.e., no vibrate either) ALL cell phones before entering the classroom. Do NOT text or have your phone in front of you during class. If students use laptops, they should be for course-related purposes only (i.e., Facebook can wait until after class). Violation of this policy WILL impact participation grades.

Attendance:
Students are expected to attend the class periods of the courses for which they are registered. Attendance at each class will be recorded. Students who miss an exam may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

Participation:
In-class participation is important not only to the individual student, but also to the class as a whole. Class participation is a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.

Absence for Religious Observances or Participation in University Activities:
Mason encourages its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class. Faculty members are encouraged to take religious observances into consideration when constructing class schedules and syllabi.

Absence from Final Exam:
Absences from final exams will not be excused by the instructor except for sickness on the day of the exam. Other causes must be approved by the student’s academic dean or director. The effect of an unexcused absence from an undergraduate final exam shall be determined by the weighted value of the exam as stated in the course syllabus provided by the instructor. If absence from a graduate final exam is unexcused, the grade for the course is entered as F. See the Additional Grade Notations in the AP.3 Grading section for information on being absent with permission.

Honor Code:
All Papers, Exams, or Submitted material must include the words
Honor Code: ____________ with your signature. This should be on the front page of all submitted assignments.

George Mason Honor Code:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

Plagiarism:
Below are some definitions of Plagiarism. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.
- Cutting and pasting from other sources
- Improper and/or lack of proper citations
- Using someone’s ideas, thoughts and/or words without citing
- Using poor paraphrasing
- Submitting someone else’s work as your own
- Copying word for word without citing
- Submitting the wrong document

Cheating:
Below are some definitions of Cheating. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.
- Using or possessing any unauthorized material/assistance in any academic work
- Submitting a paper submitted for another class
- Using cell phones, calculators, notes during an exam
- Obtaining help or information from a friend/classmate without permission
- Accessing sources/information during an on-line exam/quiz
- Giving help or information/work to a friend/classmate
- Having someone use your iClicker
- Signing-in for another classmate or friend
- Purchasing or attempting to purchase an essay/assignment/code/answers
- Using your previous course work and/or old exams
- Sharing work even after the semester is over

Reading List Material
1. Employees Who Feel Love Perform Better by Barsade and O’Neill
   https://hbr.org/2014/01/employees-who-feel-love-perform-better/
2. Hire for Attitude, Train for Skill by Taylor
   https://hbr.org/2011/02/hire-for-attitude-train-for-sk/
3. Building a Shared Mental Model to Rekindle Collaboration by Jason Green
   https://hbr.org/2011/06/building-a-shared-mental-model
4. Three Elements of Great Communication According to Aristotle by Scott Edinger
   https://hbr.org/2013/01/three-elements-of-great-communication-according/
5. Why Organizations Don’t Learn by Gino and Staats
6. Why Programs Don’t Produce Change by Eisenstat, Spector, and Beer
7. Cracking the Code of Change by Nohria and Beer
   https://hbr.org/2000/05/cracking-the-code-of-change
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<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
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<tbody>
<tr>
<td>Plagiarism</td>
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<tr>
<td>1. Failure to cite/attribute</td>
<td>A 10% reduction in the final course grade; referral to the Writing Center; and</td>
<td>An F in the class; referral to the Writing Center; Academic Integrity Seminar</td>
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<tr>
<td>sources</td>
<td>Academic Integrity Seminar completion</td>
<td>completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<tr>
<td>2. Representing someone else’s</td>
<td>An F in the class; referral to the Writing Center; and Academic Integrity</td>
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<td>work as the student’s own (e.g.,</td>
<td>Seminar completion</td>
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<td>copying and pasting)</td>
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<tr>
<td>Cheating</td>
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<tr>
<td>1. On a minor assignment (e.g.,</td>
<td>A 10% reduction in the final course grade; and Academic Integrity Seminar</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension</td>
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<td>homework, quizzes)</td>
<td>completion</td>
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<td>2. Cheating on a major assignment</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
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<td>or exam, submitting course work</td>
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<td>from another course as original</td>
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<td>work</td>
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<td>Lying (e.g., providing fraudulent</td>
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<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension</td>
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<td>excuse documents, falsifying data)</td>
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<td>Egregious Violation (e.g.,</td>
<td>An F in the Class; Academic Integrity Seminar completion; termination from the</td>
<td>An F in the Class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</td>
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<td>stealing an exam; submitting</td>
<td>School of Business; and at least one semester suspension</td>
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<td>coursework from another class as</td>
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<td>original work across multiple</td>
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<td>courses; lying to an employer</td>
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<td>about academic performance, false</td>
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<td>identification or posing as</td>
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<td>another, in person or online)</td>
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<td>An F in the class; referral to the Writing Center; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one year suspension</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</td>
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