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 other 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 Version 1 5%
Response Paper 1 Version 2 5%
Response Paper 2 15%
Response Paper 3 20%
Mid-Term Exam 15%
Final Exam 15%
Case Study Paper 15%
Class Participation 10%

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.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment</th>
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<tbody>
<tr>
<td>Week 1- Jan 25</td>
<td>What is OB and Why is it important?</td>
<td>Chapter 1</td>
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<td>“Social Networking 2015”</td>
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<td>YouTube Video</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>
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| Week 2- Feb 1 | How do **Attitudes** and **Values** affect work related outcomes? | Chapter 2  
Elizabeth Gilbert: Creativity  
https://www.ted.com/talks/elizabeth_gilbert_on_genius?language=en |
|----------------|---------------------------------|-----------------------------------------------|
| Week 3- Feb 8 | Do **Individual Differences** and **Emotions** impact my performance? If so, how?  
What are **Mental Models**? | Chapter 3  
Malcom Gladwell: David and Goliath  
https://www.ted.com/talks/malcolm_gladwell_the_unheard_story_of_david_and_goliath |
| Week 4 Feb 15 | Why are **Social Perception** and **Managing Diversity** important topics in Organizational Behavior? | Chapter 4  
**Second Version of Response Paper #1 Due**  
Submission to the Professor with Peer Review Notes and Feedback Integrated  
**Video**: 10 Things to Offend People from Different Cultures  
https://www.youtube.com/watch?v=UTE0G9amZNk  
**Video**: Diversity Challenges  
https://www.youtube.com/watch?v=n6kUaDp5FVU |
| Week 5- Feb 22 | How do you apply **Motivation** theories? | Chapter 5  
*What motivates YOU? Exercise- In Class*  
**Response Paper #1 Returned** to Students with Feedback from Professor |
<p>| Week 6- Feb 29 | How do you use <strong>Goals, Feedback, Rewards</strong>, and <strong>Positive Reinforcement</strong> | Chapter 6 |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Chapter</th>
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<tr>
<td>Mar 14</td>
<td>Spring Break</td>
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<td>Mar 21</td>
<td>What is Positive Organizational Behavior?</td>
<td>Chapter 7</td>
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<td>Mar 28</td>
<td>Does Group/Team Work really improve organizational performance?</td>
<td>Chapter 8</td>
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<td>Mar 28</td>
<td>How has the digital age changed Communication?</td>
<td>Chapter 9</td>
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<td>Apr 4</td>
<td>Can organizational Conflict and Negotiation give you an advantage?</td>
<td>Chapter 10</td>
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<td>Apr 11</td>
<td>Why are Decision Making and Creativity Important Skills?</td>
<td>Chapter 11</td>
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<td>Apr 18</td>
<td>What do Power, Influence and Politics have to do with organizational effectiveness?</td>
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<td></td>
<td>What does it mean to be a Leader?</td>
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**Re-Work Paper #1 Due** Submission to Professor with Professor/GTA Feedback Integrated

**Response Paper #2 Due**

*In-Class Peer Review Feedback*

**Chapter 7**

**Exercise:** Group/Team—Lunar Survival Exercise

**Second Version of Response Paper #2 Due**

Submission to the Professor with Peer Review Notes and Feedback Integrated

**Chapter 8**

**Response Paper #2 Returned to Students with Feedback from Professor**

*The Eyes Have It Exercise—In Class*

**Chapter 9**

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

**Response Paper #2 Returned to Students with Feedback from Professor**

**Chapter 10**

**Response Paper #3 Due**

*Outside Class Peer Review*

**Chapter 11**

**Second Version of Response Paper #3 Due**

Submission to the Professor with Peer Review Notes and Feedback Integrated

**Chapter 12 and Chapter 13**

**TEDx Video:** General Stanley McCrystal—http://www.ted.com/talks/stanley_mcchrystal.html

**TEDx Video:** Drew Dudley—http://www.ted.com/talks/drew_dudley_ev
Writing Requirements:

Response Papers—There are three 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 1000 Words. Each paper will be in response to a 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.

Each response paper should persuade company leaders that they should read the article and take it to heart. Students should be argue (in each assignment) that reading this article will benefit company leaders and positively influence the company. The arguments should be built around the way the content of the article supports best practices (course theory) 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 should include a minimum of 3 outside peer reviewed sources. Real-world examples from your personal experience should be used in 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 article. 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 (rubric is in process)

Response Paper #2- A new article is to be critiqued. 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. (rubric is in process)

Response Paper #3- This article should be reviewed by at least one peer (from the peer group in assignment #2), returned to the author, all modifications made prior to submitting to the professor. The peer review notes should be submitted with the original submission. The professor will read, provide feedback, and give back to author. The author will incorporate feedback and re-submit to professor to complete the third assignment the week following the original due date. (rubric is in process)

**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/](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/](https://hbr.org/2011/02/hire-for-attitude-train-for-sk/)
3. Building a Shared Mental Model to Rekindle Collaboration by Jason Green
4. Three Elements of Great Communication According to Aristotle by Scott Edinger
   [https://hbr.org/2013/01/three-elements-of-great-communication-according/](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](https://hbr.org/2000/05/cracking-the-code-of-change)