MBAD-6161-U90-Human Behavior in Organizations
Spring, 2014
Monday, 5:30 – 8:15

Room 901, UNC-Charlotte Center City Campus
320 East 9th Street
Charlotte NC 28202

Professor: Dr. Kelly Zellars
250 A Friday Building, Main Campus and Faculty Offices, 7th floor Center City
Phone: 687-7591
Email: kzellars@uncc.edu (often, this is the quickest way to reach me). (Please use this email, not Moodle for contact).

Office Hours: Mondays before class at uptown faculty offices, 7th floor and by appointment. Let me know if you are coming and I will reserve the time for you.

Required materials:

- These are collections of Harvard Business Review most popular and sustaining articles
  - HBR's 10 Must Reads on Making Smart Decisions (2013) 978-1-4221-8989-4 (SD)

- A few articles from Harvard Business Review will also be used. They will be available electronically via course reserves at the UNCC library.

- Case Materials from Harvard Publishing: This is a participant centered learning course (i.e., learning evolves as students participate with instructor and with each other) and relies heavily on case based study. Students are required to purchase cases from Harvard Business Publishing. I recommend you do not purchase the cases until after the first class. Purchased cases are non refundable.


Optional book: If you do not have any background in the subject material, I recommend the following book:
Robbins, S.P. & Judge, T. A. Essentials of Organizational Behavior, (softcover). Upper Saddle River, NJ: Prentice Hall. Readings from this book are referred to as RJ. There are many editions available. The 12th edition is the newest but the 10th and 11th are also good sources and cheaper.

I will post the website for the Harvard case coursepack for this course on Moodle during the first week of the course. **If you have not registered on the Harvard website in the past, you will need to register before you can access the cases. Follow the instructions provided on the Moodle website.** Note:
Purchasing cases for downloading is significantly cheaper than purchasing hard copies at other locations (e.g. Amazon).

NOTE about assigned readings: Because this class places a heavy reliance on a discussion format, the readings indicated for a particular week should be read prior to class.

Course Description:

From the UNCC Catalog: “Behavioral knowledge and skills essential to becoming an effective manager/leader including behavior and motivation in an environment of complexity and rapid change and ethical implications of actions and their effects on demographically diverse and increasingly international work force”

Course Objectives

The major objective of this course is to improve your effectiveness as a manager by providing you with a foundation of knowledge in topics including decision making, diversity, work motivation, leadership, group and team dynamics, power/ politics, and work stress/wellbeing, and to develop your ability to apply this knowledge to the solution of managerial problems. This course primarily relies on case discussions applying readings grounded in solid theory and research. A basic premise of this course is that high-level managers and organizational leaders are most effective when they are able to discern critical facts in ambiguous and often time pressured situations, weigh the costs/benefits of actions, and decisively choose a course of action. The people and relationships within an organization are complicated, and understanding how they work takes more than memorizing simple rules of thumb. Thus, through exposure to both rigorous research and real-world examples, this course is intended to help students make good inferences based on available data about the best approach in a particular situation, and how to learn from one’s own experiences and those of others.

Grading, Evaluation and Assignments

<table>
<thead>
<tr>
<th>Individual</th>
<th>Evaluation and Assignments</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (3)</td>
<td>150</td>
</tr>
<tr>
<td>Workshop and Journal Summary</td>
<td>100</td>
</tr>
<tr>
<td>RBSE</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>150</td>
</tr>
<tr>
<td>Collaborative Written Case (1)</td>
<td>100 (groups of 4)</td>
</tr>
</tbody>
</table>

600 total possible points

Letter grades for the course will be assigned according to the standard formula: A = 100-90%, B=89-80%, C=79-70%, U = below 70%.

Descriptions of Graded Assignments

Quizzes. We will have 3 quizzes; dates are shown on calendar. Each is worth 50 points and will cover
all the readings, cases, and class discussions since the last quiz. Quizzes will be given at the beginning of class. If you are late or miss a class, you will not be able to take the quiz.

**Participation and in-class cases.**

**This course demands a high level of participation.** This course makes extensive use of the Case Method of teaching, an approach consistent with the adult learning model. This model asserts that “adults retain only 10% of what they read and 20% of what they hear, but 70% of what they say and 90% of what they do.” Your active participation in class discussion will contribute not only to what you learn but also to the overall breadth and depth of the knowledge that is experienced in class. It is therefore essential that you attend class and that you thoroughly prepare each case and assigned article in advance of each class session. Recorders will make notes about students’ participation in terms of both quality and quantity.

**Quality outweighs quantity.** More details will be provided in class. Note that participation is 25% of the final grade.

**Written case (1)** will be submitted by groups.

**Workshop:** Hands on experience is one of the best ways to learn. Thus, students are required to participate in an in-class workshop focused on individual preferences and job characteristics. Participation will include a brief survey (10 minutes), a training workshop (2-3 hours), and maintaining a journal for 5 weeks (1 entry per week). Journal entries will be your reflection of job crafting in your job environment. If you are not currently working and are full time student, your job is your school career. The workshop centers on the individual and collaborative use of the Job Crafting Exercise Workbook developed by the University of Michigan. The workbook will be provided to you.

You are required to participate in the workshop and complete the journals. Journals will be graded on completeness and a short written summary (max 3 pages) at the end of the data collection period. You will have the opportunity to have your participation included in a research study being conducted by a team of researchers examining the challenges and reinforcements for job crafting. Through all components of the class assignment (i.e., survey, workshop, journal), you are asked to confidentially express your opinions on various questions regarding the nature of your job. If you refuse to have your data/responses included in the investigators’ research study, it will not affect your grade on the class project. After all data is collected, we will discuss the project in class to help you better understand how researchers use the data.

**RBSE:** Requirements to be discussed and posted on Moodle 2, week of January 13, 2014.

Thoughts on what a course grade reflects: (Thank you Dr. Beck)

Students often want to know “What’s an A, What’s a B, etc.”. Although the criteria below are somewhat generic, this will give you a good idea of what I’m looking for when I assign an A, B, etc.

A/A+ Excellent work. Significantly exceeds assignment requirements; far above the norm for the class. Unique, insightful analysis is offered, shows strong critical thinking, integrates ideas. Often brings in additional outside research and concepts to assignment. Strong mastery of course concepts is demonstrated to support analysis. Writing nearly flawless.

A-/B+ Very good work. Provides insightful analysis and demonstrates critical thinking. Shows mastery of concepts that moves beyond that presented in lectures. Some integration of ideas across concepts. Clearly demonstrates ability to apply concepts to “real world” situations.
B Good work. Fulfills requirements of the assignment, accurately presents concepts in a manner similar to the text and lectures, and shows ability to apply those concepts. Recommendations flow accurately from analysis. Writing may have a few errors. (Experience shows this is the modal grade for assignments).

B-/C+ OK work. Some use of course concepts, but use is incomplete or inconsistent. Doesn’t clearly demonstrate strong mastery of concepts, and application of concepts is a bit shallow. Paper tends to be more descriptive than analytic. Writing has some noticeable flaws.

C Minimally acceptable work. Writing is largely descriptive. Superficial use of concepts. Does not fully follow instructions. Significant flaws in organization and writing. Meets minimal requirements for a passing grade.

C- and below. Seriously flawed product. Little or no use of course concepts, does not follow instructions. Writing may have significant flaws.

**Participation.**

A productive learning environment also requires comparable contributions of time, effort, and energy from the students. I expect you to come to class prepared to learn and participate. Note that effective participation requires preparation. I expect you to thoroughly read and analyze all assigned materials (i.e., case assignments, articles, etc.) prior to coming to class. Discuss readings and cases with other class members to develop your understanding.

Be prepared to:

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Develop responses to assigned questions prior to coming to class.
5. Actively participate during in-class group exercises.
6. Take responsibility for your in-class performance...think critically...be creative.
7. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
8. Have fun.

One caution: While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and in some cases, hinder class development. Many types of contributions are valued – e.g., presenting your insight into the facts of a case, suggesting cause-and-effect relationships among various events, anticipating the results of various actions, generating alternatives, or providing support for recommendations. Emotional or empathetic responses are also valued; they help to humanize discussions. Asking questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a correct answer.

Beyond the steps outlined above, this also inherently requires listening to and respecting other people’s points of view (but by no means does this mean that you must agree with them). Indeed, debate is much appreciated and welcomed. Also, it does not mean that you should withhold questions for risk of looking stupid. Relevant questions are always a contribution. Quantity also plays a role here; your contributing to the discussion to help it move along is also recognized (and appreciated).

**Additional Information**
• Course Website: Please check Moodle2 regularly for updates and modifications to syllabus.
• Attendance Policy. Although I do not take formal attendance, regular attendance is mandatory. This class requires active participation. Often, we’ll have groups discuss a case or participate in an exercise in class; if you miss the class, you miss the learning experience. Quizzes are not made up.
• Should you miss a class due to illness, employment responsibilities, personal or family emergency, business or athletic team travel, you are responsible for getting missed notes from a classmate. Arrive to class ON-TIME and prepared.
• If you are having any problems at all, PLEASE come see me. I want to help.
• **No phones or other electronic devices/computers should be on during class time except for class purposes (e.g., notetaking).** If used for any other purpose at any time (e.g., Facebook, internet searches), the student will no longer be allowed to use that device in class and will be asked to leave the class. **Phones must be off or on vibrate when you come into the classroom. No text messaging, etc. during class.**

*The instructor reserves the right to modify the syllabus at any time if necessary. Changes will be announced in class and posted on Moodle2. Students should check Moodle 2 frequently.*
### Class Schedule

*Check Moodle2 for updates*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Overview and course expectations including HBS cases, JC Workshop, RBSE</td>
</tr>
<tr>
<td>1/20</td>
<td>MLK holiday</td>
</tr>
<tr>
<td>1/27</td>
<td>JC workshop required attendance</td>
</tr>
<tr>
<td>2/3</td>
<td>Purchase RBSE by this date</td>
</tr>
<tr>
<td>2/10</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Quiz 1 (1/13-2/17) RBSE contacts submitted</td>
</tr>
<tr>
<td>2/24</td>
<td></td>
</tr>
<tr>
<td>3/3</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/10</td>
<td>In class video</td>
</tr>
<tr>
<td>3/17</td>
<td>Quiz 2 (2/24-3/17) RBSE data due</td>
</tr>
<tr>
<td>3/24</td>
<td></td>
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<tr>
<td>3/31</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>RBSE themes, req’d meeting with me JC journal due</td>
</tr>
<tr>
<td>4/14</td>
<td>RBSE themes, req’d meeting with me</td>
</tr>
<tr>
<td>4/21</td>
<td></td>
</tr>
<tr>
<td>4/28</td>
<td>Quiz 3(4/7-4/21)</td>
</tr>
<tr>
<td>5/5</td>
<td>FINAL EXAM (5:00-7:30) RBSE due in class Attendance Required</td>
</tr>
</tbody>
</table>

* Collaborative written case
THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further reduction of the course grade. In almost all cases, the course grade is reduced to F.

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Belk College of Business Statement on Diversity

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status

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Plagiarism (With permission of Dr. Pugh)

Over the past several years I have noticed a growing problem with plagiarism at both the undergraduate and graduate level. When confronted, students have claimed either (a) ignorance as to what constitutes plagiarism, or (b) that they "just forgot" to include the appropriate citations. The purpose of this document is to make the meaning and definition of plagiarism perfectly clear by providing formal definitions and numerous examples. Its purpose also is to make you aware that this is an issue I take very seriously, and, as such, you should too as you prepare your formal written work for this course.
The material below is taken from the UNCC Code of Student Academic Integrity (on the web at http://www.uncc.edu/policystate/ps-105.html. This is a useful resource if you have any questions regarding plagiarism or other matters of academic integrity. However, the best way to get an answer if you are in any way confused is simply to ask me.

According to the UNCC Code of Academic Integrity: "Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge". The two most common areas where plagiarism is an issue come in the use of direct quotations and in paraphrasing.

Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

**EXAMPLE:** The following is an example of an **unacknowledged** direct quotation:

Original Source: "To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it." (From Robert M. Duran, Chaucer and the Shape of Creation, Howard University Press, 1967, p. 187.)

Student Paper: "To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it."

Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." or "according to Rousseau . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

**EXAMPLE:** The following is an example of an **unacknowledged** paraphrase:

Original Source: "The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshall a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature." (From W. Taylor Reveley III, "Presidential War-Making: Constitutional Prerogative or Usurpation?", University of Virginia Law Review, November 1969, footnotes omitted.)

Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no
recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."

Both of the above examples are plagiarized because, in the student's papers, there is no acknowledgement given of the original authors. Reading the student paper gives the impression that those were his/her thoughts and ideas rather than those of the original author. That, in a nutshell, is the essence of plagiarism.

Here is an example of plagiarism from a student paper here at UNCC. The original article is "Determinants of Job Satisfaction of Municipal Government Employees" by Mark C. Ellickson and Kay Logsdon, in the journal State and Local Government Review. The first two paragraphs of the article are reproduced below.

ORGANIZATIONAL SCHOLARS have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

Despite researchers’ and practitioners’ interest in job satisfaction among workers generally, few studies have sought to explain variation in job satisfaction among government employees, especially municipal employees, one of the fastest-growing sectors of the U.S. workforce. Over 11 million people…….

Now, look at the first two paragraphs of the submitted student paper.

Introduction

Job Satisfaction plays a central role in the study of behavior at work. It is one of the most widely discussed and enthusiastically studied constructs in Organizational Behavior. The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized) (Ellickson and Logsdon 2001). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and
workplace aggression (Spector 1997).

In this project, we studied a workgroup and measured its employees’ job satisfaction and dissatisfaction using Herzberg’s Two-Factor Theory. The scope of the project is to identify the motivator (satisfier) factors and the hygiene (dissatisfier) factors, analyze them and come up with the measurement. Criticism of the two-factor theory suggests that the research methodology looked only at satisfaction, not at productivity and that the relationship between satisfaction and productivity is assumed (Robbins 2003). As would be discussed in this paper, we also looked at productivity measured against, the workgroup's goals and objectives to validate the assumption.

Make sure you understand why this is an example of plagiarism!! First, the student paper takes a direct quote from the article by Ellickson & Logsdon. Although they do include a reference at the end of the second sentence, the passage immediately before the reference should be contained in quotation marks, and a page number from the original source should be provided, because they have taken a direct quote from the original source. The most glaring offence, however, occurs in the 2 sentences following the Ellickson and Logsdon 2001 reference. There is nothing to indicate that the 2 sentences beginning "Satisfied workers also tend..." are anything other than the student's own work. The reader would assume that those thoughts and words were the student's original ideas; that the students had identified the articles by Schnake 1991, Organ and Ryan, 1995, and Spector, 1997, and reached conclusions based on those articles which they wrote in those two sentences. Of course, this is not true. The entire first paragraph is taken straight from the Ellickson and Logsdon article, but there is nothing to indicate this in the student submission.

I include this lengthy discussion because representing the work of another person as your own is serious business. Make sure you understand the basic rules outlined above. And if you have any questions, by all means just ask me. Any instances of plagiarism will be dealt with according to the established rules of UNCC, and penalties may range from failure in the course to expulsion from the University. This is one area where I make no exceptions.