

**American University
Kogod School of Business
Department of Management**

**MGMT 353 (Sections 002 and 003)
Management and Organizational Behavior**

Professor: Serge da Motta Veiga
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Class Schedule: M/Th 11:45-01:00 or 4:00-5:15
Office Hours: M/Th 2:00-3:30, and by appointment
Office: KSB T30

Required Reading:

- Kreitner, R., & Kinicki, A. (2013). Organizational Behavior, 10th Ed. McGraw-Hill.

Suggested Readings:

- Additional readings on Blackboard (Harvard Business Review, Fortune magazine articles, etc.)
- Wall Street Journal (available student discount, online, <http://subscribe.wsj.com/semester> or AU library)

Course Description:

This course deals broadly with current management and organizational behavior practice and research. This course provides a broad framework and skills for managers in a variety of contexts, including organizational goals and responsibilities; models; decision theory; planning; control; motivation; leadership; group behavior; team skills intensive; conflict; and organizational change. Through a variety of experiences, which may include simulations, case analyses, games, and discussions, students will develop a better understanding of themselves, others, and the socio-technical systems of organizations. This course has been designated as team-intensive.

Learning Objectives:

Students will learn to:

- Form a team and participate effectively, performing a variety of functions
- Develop a team charter and use charter to develop team and individual performance assessment
- Assess person-job fit and person-organization fit, particularly in choosing early jobs and employers
- Give and receive constructive feedback
- Motivate colleagues and teammates
- Analyze organizational challenges/opportunities using behavioral models and principles
- Recognize antecedents of personal and organizational conflict and change
- Solve problems and make decisions as a group

Important Topics Covered:

- Organizational culture
- Global cultures
- Personality
- Attitudes
- Motivation

- Goal setting
- Group/team dynamics
- Decision making
- Conflict and negotiation
- Leadership

Course Methodology & Procedures

Because of the interdisciplinary nature of the field, a variety of educational methods will be employed, including lectures, group discussions, experiential exercises (e.g., role-plays, games), audio-visual presentations, case studies, and written projects. Lecture PowerPoint slides, team tool kit templates, and projects samplers will be posted on the Blackboard. The use of Blackboard will be discussed in the first class.

Course Policies:

Students are expected to read and prepare assignments before the date indicated on the class schedule. Class time will be spent primarily in class discussion of issues or cases, lectures on topics from the text, videos, and experiential exercises. Lectures will go beyond the text. Material from class time is likely to show up on exams. Success in this course depends upon student participation (which requires attendance, preparation, and active engagement).

Evaluation:

Grading Scale and Form of Evaluation. MGT 353 will adhere to the following grading scale:

94% – 100% = A	77% – 79% = C+
90% – 93% = A-	73% – 76% = C (pass grade for this course)
87% – 89% = B+	70% – 72% = C-
83% – 86% = B	60% – 69% = D
80% – 82% = B-	0% – 59% = F

And you will be evaluated as follows:

Form of Evaluation	Grade Weight	Possible Points
<i>Individual Work:</i>		
Midterm Exam	25%	250
Final Exam	25%	250
Participation	7%	70
Behavioral Lab	3%	30
<i>Team Work:</i>		
Team Project (deliverable 1)	10%	100
Team Project (deliverable 2)	20%	200
Case Studies	5%	50
Team Tool Kit	5%	50

1. First....a note on attendance

You are expected to regularly attend and actively participate in class, since this course uses various learning methods that require your physical presence and your active involvement (e.g., discussions, exercises, simulations, etc.). This means that you should be ready to discuss the readings and to be an active participant in any in-class exercise. By being an active participant, you ensure that you will

maximize what you get out of the course. Your attendance also ensures exposure to the substantial amount of course material that is covered in class but is not in the readings.

Of course, things happen and people are sometimes forced to miss class. Therefore, you are permitted up to **two** absences before being penalized. Beginning with the third absence your **final course grade** will be lowered 1 percentage point for each absence. If your final course grade is a 90%, and you've been absent five times, your final course grade will be an 87%. If something serious arises (e.g., sickness, family problems, etc.) that forces a student to exceed the two permitted absences, this policy may be reconsidered for that student at the instructor's discretion. Students should approach me as soon as possible if they foresee this arising.

A word on lateness. . . part of showing up to class involves showing up on time. Many days we will be doing exercises for which it is absolutely critical that everyone be present at the start of class. If you are regularly late for class, I will have to start counting you as absent for the day.

2. Participation

This course is based on a model of active learning, with class discussions, exercises, and group activities playing a central role. Students are expected to read the assigned material, and to carefully prepare for all assignments and exercises before coming to class. I will often ask questions about the reading and/or assignments in class. Everyone is expected to be able to answer these questions and engage in discussion. It is likely that I will, at one point, call on you at random, and therefore it is better to be prepared.

In evaluating your class preparation, I will consider (a) whether you regularly contribute to class discussions and demonstrate that you are prepared for those discussions, and (b) the extent to which your in-class comments demonstrate relevance and insight, help to move the discussion forward, and build upon the comments of others. In other words, I am interested in quality not quantity.

I grade you on your participation at the end of the semester. Active, high quality participants will receive the full 70 (7%) points towards your final grade. Those who participate less will receive fewer percentage points. I will use the full range of the grading scale for these evaluations, i.e., it is quite possible to get a 2 for participation. Admittedly, this is a fairly subjective component of your grade. On the one hand, I feel confident that I can accurately grade students on this dimension. Nevertheless, I acknowledge that it is still subjective, and thus participation purposely represents a small-but-not-negligible portion of your grade.

Note: I recognize that expressing viewpoints is difficult for some people, but it is an important skill for one's success in life, and is thus important for you to develop here at American. I do what I can to make this as anxiety-free as possible. Please discuss any concerns you have with me.

3. Behavioral Lab

Students in all sections of MGMT353 are required to obtain research credit (for 3% of their individual grade) over the course of the semester by participating in TWO hours of academic research studies sponsored by the management department. Participating in research is a valuable way for you to receive first-hand experience with management research. In addition, your involvement in research will help faculty at KSB continue to develop state-of-the-art management thought, which is ultimately brought back into the classroom. You will be able to sign up to participate in these studies online at <http://kogod.sona-systems.com> where you will also be able to manage your own personal account. Before participating in any studies you must fill out a short inventory of questions online. An announcement will be made in class and you will receive an e-mail notice once studies have been posted online. If you have any questions regarding the online system please contact the lab manager by email at kogod_blab@american.edu.

Late policy: If you sign up for a study and arrive to the lab late, you will not be admitted into the study and you will be asked to reschedule online. Studies will take the entire hour. Should you not arrive on time, this delays the study for all other participants and is unfair to those that arrived early or on time.

Alternative to lab: If, however, you are unable to participate in research studies, you must complete an acceptable alternative assignment, which consists of writing two 2-page summaries and critique of one academic research articles. The article review counts for one credit of research participation. The articles must be published in the past two years in the following journals: *Academy of Management Journal*, *Academy of Management Review*, *Organization Science*, *Organizational Behavior and Human Decision Processes*, *Personnel Psychology*, and *Journal of Applied Psychology*.

4. Midterm & Final Exams: The midterm exam (25%) will be **in-class on October 19th**; the final exam (25%) will be **in-class on December 3rd**. Both exams contain a combination of multiple choice, True/False, and short answer/essay questions. You must take the exams on the scheduled dates. Please note that the absence for an exam will result in a zero score, except for documented emergencies. There will be no early or make-up exams.

5. Case Studies: Since many of you will be pursuing careers in industries that require coming up with creative solutions to solve complex problems in a short amount of time, we will have 2 in-class case studies during the semester. The case studies will be geared at different aspects of the course, which we will have covered before the case. I will give you hints to prepare for each case study, although being creative and open to new/other ideas will be the most important tools for this part of the class.

6. Team Project: Since one of the goals of the course is for you to be able to take the frameworks and theories we discuss to understand the people, groups, and organizations that compose your world, you will do a project (**in groups of 4-5 students**) in which you demonstrate your ability to do just that. You will be asked to focus on a situation, phenomenon, group, individual, leader, culture, process, organization, country, or any other entity. Your task is analyze “it” using course concepts. You have a great deal of discretion over the topic or phenomena you may choose for your project. The idea is for you to pick something that you find interesting and use course concepts to understand the why and how of that topic or phenomena. Ideal projects will identify interesting topics and present insights that would not likely be available to people who have not taken this course. Creativity and novelty are important to carrying this out successfully and so is outside research. There is no need to restrict yourself to work contexts; you can analyze anything so long as it is relevant to course material. Good sources for ideas may be newspapers, magazines, current events, reality TV, etc. You are welcome to frame your analysis objectively or to develop a thesis and defend it.

You will present your analysis in two ways: 1) in a 3/4-page double-spaced executive summary (12%) due on October 8, which includes your project topic, goals for the project, and how you are planning on achieving these goals, and 2) and in a 10 page, double-spaced final written report (18%) due on November 19th, which includes your goals, results of the project, and your opinion about the project and results. In both of them, you should provide a sufficient outline of your topic such that I know what you are examining, and for the final project, the emphasis should be on analysis. Your projects should be interesting and creative, and the reports should be thorough and compelling. You will be evaluated on these criteria, as well as your ability to convey your ideas (i.e., your presentation and writing skills).

Successful projects in the past have:

- 1) Posed an interesting/provocative question about an issue/topic in the world,
- 2) Read at least 4 outside sources to develop knowledge about the topic

- a. e.g., Present statistics on the prevalence of the problem or phenomenon in the real world
- b. Paper: ~1-2 page setting up the phenomenon and its importance
- 3) Used ~2/3 course concepts/theories to analyze and attempt to answer this question,
 - a. Define the theory from readings/lecture
 - b. Use the theory or concept to analyze
 - c. Paper: Use the majority of the paper/presentation to analyze using course concepts
- 4) Explained the “so what?” of their topic & discuss the broader implications for the real world & management practices, all in a creative/unique way.

Note on Collaborating: This project will be conducted with 3-4 other students in the class.

7. Team tool kit

Since this course covers issues related to good functioning teams, 10% of your final grade is related to accomplishing team tool kit. The following are documents and assignments to be completed by your team. There is limited class time for your group meetings, so most of these reports will need to be done outside of class. Items 1-5 below constitute your team tool kit documents and need to be submitted through email (Handwriting is NOT acceptable) as shown on the syllabus.

- a) Team resource inventory and profile. (1%) One per team.
- b) A team charter. (1%) One per team.
- c) Peer evaluation criteria. One per team.
- d) Team process feedback. Based on team member discussion, each team will write a short 2-3 page paper (double-spaced, 12 point Times New Roman font, 1 inch margins) that summarizes your team’s perceptions and intentions with explanations about why the team has functioned as it has and why proposed changes might make you more effective. (1.5%) One per team.
- e) Peer evaluation. Team members use their own performance criteria to rate other members. (1.5%) One form (or set of forms) from each individual based on their team.

Academic Integrity Code

Academic integrity is paramount in higher education and essential to effective teaching and learning. As a professional school, the Kogod School of Business is committed to preparing our students and graduates to value the notion of integrity. In fact, no issue at American University is more serious or addressed with greater severity than a breach of academic integrity.

Standards of academic conduct are governed by the University’s Academic Integrity Code. By enrolling in the School and registering for this course, you acknowledge your familiarity with the Code and pledge to abide by it. All suspected violations of the Code will be immediately referred to the Office of the Dean. Disciplinary action, including failure for the course, suspension, or dismissal, may result.

Additional information about the Code (i.e. acceptable forms of collaboration, definitions of plagiarism, use of sources including the Internet, and the adjudication process) can be found in a number of places including the University’s *Academic Regulations*, *Student Handbook*, and website at <<http://www.american.edu/academics/integrity>>. If you have any questions about academic integrity issues or about standards of conduct in this course, please discuss them with your instructor.

Academic Support Services

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu.

Academic Support

In addition to meeting with me and using the resources available in this department, all students may take advantage of the Academic Support and Access Center (ASAC) for individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and Writing Lab appointments. The ASAC is located in Mary Graydon Center 243. Additional resources that may be beneficial in this class include the Bender Library, the Writing Center in the Department of Literature, the Math Lab in the Department of Mathematics & Statistics, and Office of Information Technology.

Kogod Center for Business Communications (x1920, KSB 101) To improve your writing, public speaking, and team assignments for this class, contact the Kogod Center for Business Communications. You can get advice for any written or oral assignment or for any type of business communication, including memos, reports, individual and team presentations, and PowerPoint slides. Hours are flexible and include evenings. Go to <http://www.kogod.american.edu/cbc> and click on "make an appointment," visit KSB 101, or email cbc@american.edu. You may also call x1920.

Financial Services and Information Technology Lab (FSIT) (x1904, KSB T51) to excel in your course work and to maximize your business information literacy in preparation for your chosen career paths, we strongly recommend to take advantage of all software applications, databases and workshops in the FSIT Lab. The FSIT Lab promotes action-based learning through the use of real time market data and analytical tools used by business professionals in the market place. These include Bloomberg, Thomson Reuters, Argus Commercial Real Estate, Compustat, CRSP, @Risk etc. For more information, please check out the website at Kogod.american.edu/fsit/ or send us an email to fsitlab@american.edu.

KOGOD LAPTOP POLICY

Kogod implemented a [Laptop Policy](#) to insure that all students use a consistent set of quantitative application software products. Kogod expects all students enrolled in Kogod courses to comply with its [Laptop Policy](#), which specifically addresses two key areas:

1. Use of Compliant Laptops in the classroom
2. Use of MS Office Professional in a Windows Operating System Environment for all Quantitative assignments

Professors will advise students at least one week prior to class when a compliant laptop device is required for a specific class session. Students are expected to submit all quantitative assignments (Excel, Access) using the MS Windows Operating Systems version of MS Office products. Visit the [Laptop Policy](#) website to determine if your laptop is compliant and how to be prepared for class. Please note that the University Computer Labs feature devices that allow students to complete assignments outside of the classroom.

EMERGENCY PREPAREDNESS FOR DISRUPTION OF CLASSES

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (<http://www.american.edu/emergency/>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Tentative Course Schedule: (subject to change)

Date	Week	Day	Topic
August 31	1	1	Introduction to Syllabus and Class
September 3		2	Introduction and Trends in Organizational Behavior (Chapter 1)
September 7	2	3	<i>Labor Day (no class)</i>
September 10		4	Organizational Culture (Chapter 3)
September 14	3	5	Socialization and Mentoring (Chapter 3) (+ <i>Turn in team inventory and profile</i>)
September 17		6	Global Cultures + Developing Cross-Cultural Competencies (part I) (Chapter 4)
September 21	4	7	Global Cultures + Developing Cross-Cultural Competencies (part II) (Chapter 4)
Part 1 - Individuals			
September 24	4	8	Individual Differences in the Workplace (Chapter 5)
September 28	5	9	Values, Attitudes, & Emotions (Chapter 6)
October 1		10	Perceptions, Attributions, & Diversity (Chapter 2 and 7) (+ <i>Turn in team charter & Peer evaluation criteria</i>)
October 5	6	11	Motivation: What is Work Motivation, Needs & Job Design (Chapter 8)
October 8		12	Motivation: Intrinsic Motivation & Job Satisfaction (Chapters 6 and 8) (+ <i>Turn in team project – deliverable 1</i>)
October 12	7	13	Motivation: Equity, Expectancy, & Goal Setting (Chapters 8 and 9)
October 15		14	Motivation: Performance Feedback, & Pay (Chapter 9) (+ exam review)
October 19	8	15	MIDTERM EXAMINATION (in class)
October 22		16	<i>Case Study 1</i>
Part 2 - Groups			
October 26	9	17	Nature of Work Groups (Chapter 10)
October 29		18	Designing and Managing Effective Teams (Chapter 11)

November 2	10	19	Decision Making (Chapter 12) (+ <i>Turn in team process feedback</i>)
November 5		20	Group Decision Making (part I) (Chapter 12)
Part 3 – Dynamics Within (and Between) Groups			
November 9	11	21	Managing Conflict + Negotiation (Chapter 13)
November 12	11	22	Power, Politics, & Influence (Chapter 15)
November 16	12	23	Leadership (part I) (Chapter 16)
November 19		24	<i>Case Study 2 (+ Turn in team project – deliverable 2)</i> <i>(+ Turn in individual peer evaluation)</i>
November 23	13	25	<i>Thanksgiving (no class)</i>
November 26		25	<i>Thanksgiving (no class)</i>
November 30	14	26	Leadership (part II) (Chapter 16) (+ exam review)
December 3		28	FINAL EXAMINATION (in class)