BUAD 870:010
MANAGING PEOPLE, TEAMS AND ORGANIZATIONS
Fall 2017
Thursdays 2:00-4:45pm

Professor: Dr. Bernadette Racicot
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Phone: 302-831-1774
Email Address: Racicot@udel.edu
Office Hours: By appointment

Course slides as well as any additional readings, exercises, and assignments will be uploaded to the Sakai course website: https://sakai.udel.edu/portal.

Important Points:

Please be sure that you turn off all cell phones, tablets, and other electronic devices BEFORE class begins! Ringing cell phones, alarms, texting (reading or sending) etc. will detract from your participation grade. Unless you need a calculator for a particular class exercise, your phones should be off and out of sight.

All course materials will be posted on Sakai. This is where I list course slides, and other materials for upcoming classes, and other important course information. Please check Sakai at least weekly.

Course Objectives: The purpose of this course is to provide an overview of organizational behavior topics, with the goal of increasing your understanding of human behavior in organizations at the individual, group, and organizational levels. At the conclusion of this course, you should be able to:

• understand organizational behavior (OB) theories and concepts commonly used in practice
• identify and apply the principles of OB theories and concepts to your own personal and work experiences
• analyze and apply these concepts and theories to the challenges of management
• discuss knowledgeably the impact of OB concepts and theories as they related to organizational life

Course Requirements: There are 5 required components to the course. Each component will contribute to your course grade in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Exam 2</td>
<td>25%</td>
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<tr>
<td>Team Project</td>
<td>25%</td>
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Teamwork and Participation

Learning in this course depends a great deal on the active involvement of all class members, both individually and collectively. Consequently, I expect a great deal of interaction and participation from class members during each class session.

There will be many opportunities for you to participate in this class. These include being an active contributor to class, case, and exercise discussions, raising questions, and providing examples and personal experiences that are related to the assigned topic area. **Attendance at all class sessions is expected. If you are not in class, you can’t participate.**

In order to make consistent, **meaningful contributions** to class activities and discussions, you will need to ensure that you are prepared for class. This preparation will include not only knowledge of the required material but also completing whatever other advance work is required.

Some of the course cases and exercises may require advance preparation (outside of class time); most are in-class activities. You will be assigned to a permanent team during the first week of class that you will work with during class activities and the team project.

**Things that will detract from your participation grade include the following:**

- talking when others are talking, including me
- ringing cell phones/alarms (Cell phones should be turned off and out of sight prior to the start of class)
- being disrespectful of other people’s opinions
- working on assignments for another class while this class is going on
- being unprepared for class exercises and discussions
- excessive absenteeism
- excessive tardiness (please be respective of your classmates and me by being on time)

The below scale will give you an idea about how I will approach the task of assigning participation grades.

**A.** Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.

**B.** Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.

**C.** Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.

**D/F** Like a C, but with substantial unexplained absences that kept you from participating.

**Quizzes**

Open-book quizzes may include multiple choice and true-false questions. Make-up quizzes will be given only under special circumstances and only with **prior approval**. Quizzes are scheduled before each class, with the exception of exam days. Please refer to the class schedule for the dates and topics for each quiz. It is critical for you to complete the assigned readings from your textbook prior to the class to maximize your quiz performance (and your ability to participate in class discussions).
Exams

Exams will include multiple choice and essay questions. Make-up exams will be given only under very extreme circumstances and only with prior approval.

There is an appeal procedure for students who disagree with how an exam item has been graded: if you disagree with an answer and you can document in writing how your answer is better, you may present an appeal within one week of receiving your exam grade. I will respond to your appeal within one week of receiving it.

Team Project and Presentation

The project and presentation will require your team to summarize and discuss a set of 3-4 articles related to a specific OB topic. The articles may be some combination of theoretical and quantitative research articles as well as case studies. It is critical that at least one of your articles provides a comprehensive overview of the topic and one has some type of relevance to application of the OB topic to organizational life. Your team is responsible for identifying the articles, cases etc., for use in the project. One purpose of the project is to integrate material learned in the class and apply that material to a real-life situation. It is critical that you relate material from the class and textbook (theories, concepts, research studies discussed in class) in discussing your topic. The presentation will typically be 25-30 minutes long (plus 5-10 minutes of Q&A) and must include a PowerPoint slide deck. You must also submit a copy of the articles/case studies that you used. The slide deck must be submitted through Sakai on the morning of your scheduled presentation — i.e. prior to noon on the day of your presentation. Printed copies of your articles/case studies are to be provided to me one week prior to your scheduled presentation. Specific topics and potential sources for articles for the project will be provided in the second week of the class.

The criteria used for grading project and paper are posted on Sakai.

NOTE: Attendance at all team presentations is required without exception. Absences will affect your participation grade.

Peer Evaluations

At the end of the semester, students will be asked to submit peer evaluations to provide input on the contributions of their teammates for both the project and in-class cases and exercises. These evaluations will be used, in part, by the professor to determine the participation grade. While this may seem somewhat subjective in nature, where it is obvious that one or more team members failed to meet their obligations to their team, it will reflect in the participation grade and/or project grade.

Student Class Attendance and Excused Absences (from the Faculty Handbook)

By action of the University faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below.

In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class.

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall
term, Good Friday and the evenings before and the first two days of Passover in the spring semester. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences.

Absences on religious holidays listed in University calendars are recognized as excused absences. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

Absences due to serious personal illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the OGPE. Supportive evidence will be provided on the student's request by the Student Health Service. Students who experience long-term absences of a week or more should consult with the OGPE; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The OGPE will give guidance in these matters.

For relatively minor, short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class.

Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the OGPE. The Office will then provide a letter of verification to all of the student's instructors for the term.

Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

**Academic Integrity and Student Dishonesty (excerpted from the Faculty Handbook)**

Academic integrity is a fundamental responsibility of all members of the University community. Faculty and students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Delaware that all acts or attempted acts of alleged student academic dishonesty be reported to the Office of Judicial Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases, though reported to the Office of Judicial Affairs, may be resolved within the confines of the course. All others will be adjudicated within the university judicial system.

**Academic Honesty:** I expect each of you to abide by the University’s Code of Conduct for Students when completing graded course work and taking examinations and quizzes. You are encouraged to become familiar with the University’s Policy on Academic Honesty (plagiarism, cheating, academic misconduct) found in the
Code of Conduct, which can be accessed through http://www.udel.edu/stuguide/10-11/code.html. It is your responsibility to be knowledgeable about what constitutes plagiarism, cheating, and other forms of misconduct.

**Academic Policy Related to Sharing Course Materials and Class Notes:**

*Notice Regarding Commercial Note-Taking*

The University of Delaware owns a non-exclusive right to faculty materials that will be given to you during the course. These materials include ideas and comments provided by the instructor during class; test questions; handouts and course materials; and other materials representing the copyright-protected intellectual property of course instructors. You are prohibited from entering into relationships with web sites such as Course Hero, Notehall, or similar sites under which you agree, in exchange for the payment of a fee or salary, to post these materials online. Violations of this prohibition will be referred to the Student Conduct Office for investigation and disciplinary action under UD’s Code of Conduct (http://www.udel.edu/stuguide/11-12/code.html).

Further,

In the Student Guide to University Policies, http://www1.udel.edu/stuguide/16-17/code.html, under section A.2.d.vii, it states that the posting of notes falls under Academic Misconduct. Specifically, it states that a form of Academic Misconduct includes the following:

“Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, without express permission from the faculty member.”
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<tr>
<th>WEEK#</th>
<th>TOPIC (S)</th>
<th>READING ASSIGNMENT</th>
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| Week 1: August 31 | Introduction to Organizational Behavior  
Diversity in Organizations | Ch. 1  
Ch. 2 |
| Week 2: September 7 | Quiz #1: Attitudes & Job Satisfaction (Ch. 3); Emotions & Moods (Ch.4)  
Attitudes & Job Satisfaction  
Emotions & Moods  
(Omit sections on Sources of Moods, p. 52-56 and OB Applications of Emotions and Moods, p. 60-64) | Ch. 3  
Ch. 4 |
| Week 3: September 14 | Quiz #2: Personality & Values, (Ch. 5); Perception & Individual Decision Making (Ch. 6)  
Personality & Values  
(Omit sections on Other Personality Frameworks, p. 71-78 and International Values p. 81-85)  
Perception & Individual Decision Making | Ch. 5  
Ch. 6 |
| Week 4: September 21 | Quiz #3: Motivation Concepts & Applications (Ch. 7, 8)  
Motivation Concepts  
Motivation: From Concepts to Applications  
(Omit sections on Alternative Work Arrangements, p. 130-133 and How to Pay, p. 136-139) | Ch. 7  
Ch. 8 |
| Week 5: September 28 | Quiz #4: Foundations of Group Behavior (Ch. 9); Understanding Work Teams (Ch. 10)  
Foundations of Group Behavior  
Understanding Work Teams | Ch. 9  
Ch. 10 |
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<td>Week 6: October 5</td>
<td>Team Project Preparation Time</td>
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<td>Week 7: October 12</td>
<td>Q &amp; A Session for Exam #1 (first 20 minutes of class)</td>
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<td>Exam #1: (Chapters 3, 4, 5, 6, 7, 8, 9, 10)</td>
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<td>Week 8: October 19</td>
<td>Quiz #5: Power &amp; Politics (Ch. 13) &amp; Leadership (Ch. 12)</td>
<td>Ch. 13 (pp. 212-218) Ch. 12</td>
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<td>Power &amp; Politics – pages 212-218 only</td>
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<td></td>
<td>Leadership</td>
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<td>Week 9: October 26</td>
<td>Quiz #6: Conflict &amp; Negotiation (Ch. 14); Organizational Structure (Ch. 15)</td>
<td>Ch. 14</td>
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<td>Conflict &amp; Negotiation</td>
<td>Ch. 15</td>
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<td>Foundations of Organization Structure</td>
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<td>Week 10: November 2</td>
<td>Quiz #7: Organizational Culture; Organizational Change &amp; Stress Management (Ch. 17)</td>
<td>Ch. 16</td>
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<td>Organizational Culture</td>
<td>Ch. 17</td>
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<td>Organizational Change &amp; Stress Management</td>
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<td>WEEK#</td>
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<td>Week 12: November 9</td>
<td>Final Prep Time for Team Projects</td>
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<td>NO CLASS MEETING</td>
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<td>Week 13: November 16</td>
<td>Q &amp; A Session for Exam #2 (first 20 minutes of class)</td>
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<td>Exam #2: (Chapters 12, 13, 14, 15, 16, 17)</td>
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<td>Week 14: November 23</td>
<td>Thanksgiving Break – No class meeting</td>
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<td>Week 13: November 30</td>
<td>Team Project Presentations (Teams 1, 2 &amp; 3)</td>
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<td>Week 15: December 7</td>
<td>Team Project Presentations (Teams 4, 5, &amp; 6)</td>
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