



BUS/PSYC 460: Organizational Behavior: An Evidence-Based Approach

Course Syllabus

Instructor: John L. Dennis, Ph.D.

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: TBA

Office Hours: TBA

Course Type: Course with Service Learning

Lab/Site-Visits Fee: 50 €

Working hard and working smart sometimes can be two different things

– Byron Dorgan

Being a professional is doing the things you love to do – even on the days you don't feel like doing it

– Julius Erving

Course Description

This course is an introduction to the basic concepts and topics in organizational behavior with three main areas of focus: the individual, the interpersonal, and group levels. At the individual level, this course will cover decision-making, motivation, and personality. At the interpersonal level, power, influence, and negotiations will be discussed. Finally, at the group level, the leadership and organizational context will be explored.

Effectively using organizational behavior concepts means being a leader – i.e., being able to diagnose problems, communicate clearly, and make effective decisions that will motivate and influence others to effectively drive organizational change all within a diverse environment. This course will help students gain leadership skills within a structured, supportive classroom environment.

The course service learning project will use organizational behavior concepts studied in this course to help [Chiesa del Carmine](#) at the interpersonal and group level.

Course Objectives

By the end of this course, students will have:

- increased their knowledge of organizational behavior concepts;
- developed the ability to analyze how organizations and people within them work;
- gained knowledge of how leadership motivates and influences people with regard to organizational change;
- worked with community partners to apply organizational behavior concepts to diagnose and communicate viable solutions for a well-defined issue;
- developed and broadcasted materials that will help students to start thinking about their future careers;
- learned how to constructively criticize fellow students' work; and
- developed effective leadership skills.

Course Materials

Required Readings

Coyle, D. *Culture Code*. Random House.

Collins, J. *Good to great: Why some companies make the leap and others don't*. Harper.

Drucker, P. *The effective executive*. Harper Business.

Recommended Readings

E.A. Locke: *The Handbook of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management*. New York: Wiley. 2nd ed. 2009. This book is amazing. Period. Ed Locke is a collaborator and will give a guest lecture in this class.

G. P. Latham: *Becoming an Evidence-Based Manager: How to Put the Science of Management to Work for You*. Boston: Davies-Black. 2009. Gary Latham is a long-time collaborator of Ed Locke and this book gives a practical treatment of evidence-based principles for day-to-day management practice.

J.S. Armstrong: *Persuasive Advertising: Evidence-Based Principles*. New York: Palmgrave MacMillan, 2010. Comprehensive treatment of the evidence from advertising, marketing, and social science research. This book will make you think and help you change assumptions.

Assessment

Service Learning Project	30%
Tickets	25%
Blog	10%
Peer Reviews	10%
Presentations	15%

Participation 10%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	
B	83% - 86%	Superior
B-	80% - 82%	
C+	77% - 79%	
C	73% - 76%	Satisfactory
C-	70% - 72%	
D+	67% - 69%	
D	63% - 66%	Low Pass
D-	60% - 62%	
F	59% or less	Fail (no credit)

Instruction Methods

This class uses a method in which students gain a significant amount of knowledge before each class begins. Once each class starts, students actively and interactively clarify and apply their new knowledge; the professor helps guide students through this process as a facilitator. This is referred to in pedagogy as a [flipped](#) instruction method (to view The University of Texas at Austin's discussion about this method, visit <http://vimeo.com/70893101>).

Assignments will be done with the help of several cooperative tools that are consistent with the flipped instruction method outlined above:

- 1) Students will submit short reactions (250-500 words) to readings 24 hours before class on [Google Drive](#).
- 2) Students will review materials submitted by fellow students.
- 3) Students will guide a part of classroom discussion with mini-presentations based on readings, exercises, case studies, and individual/team assignments.

NOTE: All writing should be written in 12-point, Garamond font, single spaced, and justified. All files submitted should have written in the top left part of the page the following:

First Name Last Name

File type (e.g., Ticket #1, Blog)

Book section name, article title or blog title

Service Learning Project (30%)

Students will work as a team with a local company using interviews, observations, and/or surveys with the goal of answering the following questions:

- 1) What is the nature of the area in need of improvement?
- 2) What are its causes?
- 3) How can organizational behavior concepts be applied and extended to solve the area in need of improvement?
- 4) What specific action steps should the organization take to solve the area in need of improvement?
- 5) What changes should be implemented?
- 6) What are the potential barriers, obstacles, and challenges you foresee?
- 7) What are the risks, costs, and possible unintended consequences of your recommendations?
- 8) How will you communicate your findings to the organization and overcome potential resistance?

Please see the *Service Learning Syllabus Appendix* at the end of the syllabus for more information. Grading for the *Service Learning Project* is ongoing.

Grading for the *Project* is ongoing. It is highly recommended to create Notes pages within the Google Drive that clearly indicate that you are actively gathering information to learn more about the project. These notes pages can include article summaries, links to videos, images, interviews, etc. Active engagement in answering these above questions will occur regularly during the semester.

Tickets (25%)

Students will submit one ticket (250-500 words) per reading. Every other ticket will be submitted online to [Google Drive](#) at least 24 hours before class, while the other ticket will be completed in class. See the ticket [rubric](#) to better understand what is expected of you. For articles and book chapters tickets must answer the following 4 W's, with each question being scored at 2.5 points, and a max score of 10.

- 1) What was the reading's main question in a single sentence?
- 2) What was done/discussed and what did they find?
- 3) How does the reading relate to other readings, in class discussion, and/or class projects?
- 4) Which part of the reading did you find useful/are you critical of?

The first two Ws will help students remember the positive points from what they have read first while the last two Ws integrate their experiences/thoughts with what they have read.

NOTE: Given that fact that tickets must be between 250-500 words, students should not give a summary of the ENTIRE reading, rather they need to focus their attention on a part of it that they found to be the most interesting to you.

Blog (10%)

Students will submit one blog entry (250-500 words) to [Google Drive](#) based on classroom experiences during

the semester. These blog posts can be based off tickets, the community research project, or any other exercise, discussion, etc. that happens inside the class or with classmates. Once the blog has been reviewed and approved, they will be submitted for publication on the Umbra institute blog. A signup sheet for blog entries will be shared on [Google Drive](#). Follow the [blog rubric](#) to understand better what is expected of you.

Peer Reviews (10%)

Students will review tickets and blog entries submitted by fellow students. Reviews should consist of helpful and constructive comments and provide “additive feedback”— making suggestions about what the writer might add to or develop further. Students are responsible for completing one *Ticket* peer review per class, and one *Blog* review that will be assigned during the semester. A signup sheet for all peer reviews will be shared on [Google Drive](#). Reviews are due within 48 hours of when the document you are reviewing has been submitted to [Google Drive](#) or has been completed in class. Please use the [writing review rubric](#) and the [peer review guidelines](#).

Presentations (15%)

Students will lead a portion of class via short presentation of their ticket during the semester. Presentations as well as student-led discussion typically occupy the first half of the class while the professor will guide discussion during the remaining half of the class. Presentations should include a summary of the readings and an activity for the class. A [Google Slide](#) presentation is highly recommended (though only obligatory for the penultimate and final student-led presentation). The presentation should include a short summary of the reading - enough that anyone who has not done the reading would be able to follow what you are talking about, and then you should focus your attention on some particular part of the reading that you find most interesting. Activities for the class have included things like having students fill out a questionnaire, watching a TED talk video, doing an improvisation game, breaking into groups to answer specific questions, etc. All presentations are co-taught with one other classmate, where one of the students will be the leader and the other the second. The leader is responsible for presenting the material, while the second is there to assist if the leader needs help. Students will be randomly assigned by the professor to lead discussion.

During Special Academic Events Week, the class will create an activity based on the service learning project to be shared with the Umbra community at the Community EngageGAMES Presentation. Participation in this event is MANDATORY and an integral part of the community engagement grade. See the presentation [rubric](#).

Participation (10%)

Class participation requires active engagement in the course. Being consistently prepared for class, asking questions, responding to questions, and attentively listening to others is essential. Successful participation has four prerequisites, and these can be considered the participation rubric, where each class you will be given a max score of 5, with 1 point given for each:

- 1) Being there. When a student is absent, the class cannot benefit from his/her comments and insights. Absences will therefore hurt his/her participation grade. If a student is absent, he/she should make arrangements with a classmate to take notes and pick up any assignments or handouts.
- 2) Being on time. If a student needs to be late for class, please notify the professor at least 24 hours in advance.

- 3) Being prepared. To contribute to class discussion, students must come to class having carefully prepared all assignments (i.e., readings, tickets, cases, exercises). If students are unsure of the assignments for an upcoming class session, please ask.
- 4) Being brave. Students are expected to participate fully in all class exercises, to voice personal views during discussions, and to ask questions about things that are not understood. Asking questions might be intimidating, but doing so also helps classmates by moving the discussion forward in new directions.
- 5) Being courteous. Listening carefully to the comments and questions that classmates' voice will help one another to learn something new from their perspectives. Voicing disagreement is essential as it often leads to thoughtful and informative class discussions. Disagreements should be kind and considerate.

NOTE: Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of the students' career development. If there is anything that may interfere with their ability to contribute on an ongoing basis, students should discuss it with the professor sooner rather than later. The professor will work with students off-line to develop a strategy or plan to increase their comfort level and performance in class participation.

Feedback and Questions

This course should be a valuable learning experience for all students. Their feedback regarding the class is appreciated at any time during the semester. It is easiest to reach the professor by email or right before or after class, or an appointment can be set up. At midterm, the professor will individually meet with students to **co-evaluate course progress** and any necessary changes will be made to keep the class on track.

Broadcasting

Students will significantly improve submitted materials during the course of the semester, and, in the process, develop skills so that they are so good they can't be ignored (*So Good They Can't Ignore You* by Cal Newport). The result will be materials that will be so good that we will broadcast them online. For example, selected documents, videos, photos, etc., will be used as the basis for student blog posts, and, in the past, they have been shared on social networks such as [LinkedIn](#), [Twitter](#), [Tumblr](#), [Pinterest](#), and [Slideshare](#). The goal in broadcasting is to help students develop materials that will allow them to think about their careers – to think like they are a start-up (*The Start-Up of You* by Reid Hoffman and Ben Casnocha). Both of these books are available in the Umbra Institute's library.

Attendance Policy

Class attendance is **mandatory**. Students are allowed **two "free" absences**, which do not need to be justified. **It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class)**. Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. **Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason.** Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Late assignments:

Assignments need to be completed on time. Late assignments will result in a grade reduction of one point per day.

Email: Please understand that the professor responds to emails between the hours of 12:30-6:30 pm Monday-Thursday.

Schedule of Topics, Readings, and Assignments

WEEK 1

Good to great

Ticket 1 - In class

Good to great, Chapters 1-2

Service Learning Project: Present current project: brief overview.

Culture Code

Ticket 2 - GoogleDrive

Culture Code, Build Safety, Chapters 1-3.

WEEK 2

Effective Executive

Ticket 3 - In class

Effective Executive, Chapters 2-3

Good to great

Ticket 4 - GoogleDrive

Good to great, Chapters 3-4

Service Learning Project: Present current project: In depth overview.

WEEK 3

Group Level

Ticket 5 - GoogleDrive

Dess, G. G., & Shaw, J. D. (2001). Voluntary Turnover, Social Capital, and Organizational Performance. *Academy of Management Review*, 26(3), 446–456.

Culture Code.

Ticket 6 - In class

Culture Code, Share Vulnerability, Chapters 7-9

WEEK 4

Individual Level

Ticket 7 - GoogleDrive

Susan Ashford et al. 2003. Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29, 773-800.

Effective Executive

Ticket 8 - In class

Effective Executive, Chapters 4-5

Blog

Concepts discussed and initial notes due on GoogleDrive

Service Learning Project:

Visit Chiesa del Carmine. Come prepared to ask questions, take notes, and photos.

Visit The Trovatore. Come prepared to ask questions, take notes, and photos.

WEEK 5

Good to great

Ticket 9 - GoogleDrive

Good to great, Chapters 5-6

Service Learning Project: Work through project.

Interpersonal Level

Ticket 10 - In class

Grant, A. M., Dutton, J. E., & Rosso, B. D. (2008). Giving commitment: Employee support programs and the prosocial sense-making process. *Academy of Management Journal*, 51(5), 898-918.

Service Learning Project: Work through project.

WEEK 6

Culture Code.

[Ticket 11 - GoogleDrive](#)

Culture Code, Establish Purpose Chapters 13-14.

Service Learning Project: Debrief *Chiesa del Carmine* visit.

Effective Executive

[Ticket 12 - In class](#)

Effective Executive, Chapters 6-7

Service Learning Project: Work through project.

WEEK 7

Good to great

[Ticket 13 - GoogleDrive](#)

Good to great, Chapters 7-8

Individual Level

[Ticket 14 - In class](#)

Robert Lord et al. 2010. Self-regulation at work. *Annual Review of Psychology*, Vol. 61: pp. 543-568.

Service Learning Project: Set team action plan: roles and division of responsibilities and review deadlines and project goals.

SEMESTER BREAK

WEEK 8

Service Learning Project Development.

Service Learning Project: Peer and self-evaluations.

Blog

First draft of Blog is due.

Individual Level

Ticket 15 - GoogleDrive

Daniel Kahneman. 2003. A perspective on judgment and choice: Mapping bounded rationality. *American Psychologists*, 58(9): 697-720.

Service Learning Project: Skype call with *Chiesa del Carmine*.

WEEK 9

Interpersonal Level

Ticket 16 - In class

Rousseau, D. M., Sitkin, S. B., Burt, R. S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of management review*, 23(3), 393-404. *Interpersonal Level*

Service Learning Project Development.

Service Learning Project: Resolve areas in need of improvement.

WEEK 10

Service Learning Project Development.

Service Learning Project: Resolve areas in need of improvement.

Individual Level

Ticket 17 - GoogleDrive

Zhong, C. 2011. The ethical dangers of deliberative decision making. *Administrative Science Quarterly*, 56: 1-25.

Service Learning Project: End of Semester Community EngageGAMES overview with Umbra staff and preparation for event.

WEEK 11

Service Learning Project Development.

Service Learning Project: Skype call Chiesa del Carmine.

Culture Code

Ticket 18 - In class

Culture Code, Establish Purpose Chapters 15-16.

WEEK 12

HOLIDAY

Service Learning Project

Service Learning Project: Resolve areas in need of improvement.

Blog

Revisions due.

WEEK 13

Service Learning Project Development.

Service Learning Project: Practice preliminary presentation.

Ticket

Final versions with all revisions due.

Blog

Final versions are due.

Service Learning Project Development.

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

Service Learning Project: Final Presentation in class with Chiesa del Carmine (TBC). Peer, self and team evaluations.

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

The Final Exam and Special Academic Events Calendar will be provided later in the semester.



**BUS/PSYC 460: Organizational Behavior:
An Evidence-Based Approach
Service Learning Project
Syllabus Appendix**



What is service learning?

Service learning is a type of experiential education integrated into a course in which:

- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative in order to realize a service learning project. Organization and open communication in-class with the professor and team members will be key to student success.

Service Learning Project Overview

Community Partner

Chiesa del Carmine is a recently restored ancient church on the Carmine Estate, a privately-owned Umbrian valley at the foot of Monte Tezio, which includes an ancient olive grove, a vineyard, a truffle wood, and pasture. Chiesa del Carmine and its adjoining farmhouse provides lodging for up to 14 guests.

Project Description and Goals

This course is an introduction to the basic concepts and topics in organizational behavior that includes three main areas of focus: the individual, the interpersonal, and group levels. At the individual level, the class will analyze the process of our partner's decision-making practices and gain a better understanding of their motivations, which will, in turn, help students better understand their role in the project. At the interpersonal level, the class will gain a better understanding of the power, influence, and negotiations needed to organize these various events and divisions within the company. At the group level, the class will gain a better understanding of David Lang's leadership and organizational skills to help students better locate weaknesses, thus informing student's suggestions intervention.

Based on the visit to Chiesa del Carmine and online research, students will analyze key aspects of wine and product tasting experiences. These results will be aimed at helping inform and improve the company's approach to marketing and communicating the Chiesa del Carmine experience to local and international clients. Furthermore, students' work may eventually be used to support Chiesa del Carmine's future efforts to encourage the Umbrian regional government to invest in wine-related tourism.

Team Organization, Expectations, and Roles

Student teams will be organized around personal, interpersonal, and group levels and will be chosen by the

professor. An important amount of time will be dedicated to the service learning project's progress in class. When needed, teams will meet outside of class.

Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the project. Team members will have a Project Log that will be shared on GoogleDrive to record individual project contributions. The professor will use this log to inform students of their final participation grade. At the conclusion of the project, team members will be asked to complete a Peer- and Self-Evaluation Form.

Student Learning Outcomes

Through this project, students will:

1. develop awareness and skills in applying OB concepts to the wine tourism experience;
2. gain a better understanding of wine tourism;
3. discover the importance of starting with the question “Why?” when marketing a product; and
4. improve critical thinking skills by understanding and meeting the company's needs.

Method

Students will work as a team using methods, including best practices, interviews, observations, and/or surveys with the goal of answering the following questions:

1. What is the nature of the area in need of improvement?
2. What are its causes?
3. How can organizational behavior concepts be applied and extended to solve the area in need of improvement?
4. What specific steps should the organization take to improve the area in need?
5. What changes should be implemented?
6. What are the potential barriers, obstacles, and challenges you foresee?
7. What are the risks, costs, and possible unintended consequences of your recommendations?
8. How will you communicate your findings to the organization and overcome potential resistance?

In-Class Presentation for Community Partner

Each team will collaborate to create and present a final detailed presentation to David Lang, Estate Manager, accompanied by a PowerPoint presentation. On the day of the presentation, students will be invited to wear business casual attire. Audience members will be expected to complete a Presentation Feedback Form and ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:

- 15-minute presentation in PowerPoint
- Each team member will contribute to the preparation and delivery of the presentation
- Presentations will be practiced in class, as a team, for content, length, and transitions, see calendar below.

Community EngageGAMES Presentation

During the Special Academic Events week, the class will give a 25-minute presentation to the Umbra community at the Community EngageGAMES Presentation on **Tuesday, April 28th**. The class will work

together to share a few words about the course and project, lead a meaningful activity that focuses on the project, and provide a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Grading Rubric

The service learning project is worth a total of 30% of the final course grade, which will be divided into three categories, each worth 10% of the final course grade:

1. Participation in team and peer- and self-evaluations
2. Project materials necessary for rendering the project a success
3. Community EngageGAMES Presentation