Undergraduate Course Syllabus

Course Information (Section 01)
Course Title: MGT 2310 – Organizational Behavior
Course Number: 40167
Term and Year: Spring 2018 CPS Semester - First Half
Credit Hour: 3
Course Format (Traditional – on campus) 8 weeks
Location (Boston – Blended)
Room:
Meeting Days/Times (Wednesdays – 5:50pm to 8:35pm)
Dates: January 8, 2018 - February 27, 2018
Course Prerequisite: MGT 1100

Instructor Information
Full Name: Yvonne Macrae, MBA, PhD
Email Address: y.macrae@northeastern.edu
Office Hours (Email me to schedule an appointment)

Course Description
Students will study psychological, sociological, and organizational theories and principles underlying interpersonal communication in the organization. Through written analysis of case studies and role playing, students will analyze the impact of varying organizational decisions and dynamics on employee and management behavior. Specific emphasis will be placed on discussing how embracing human differences and implementing diversity initiatives contribute to both organizational performance and the advancement of the society as a whole.

Expectations
- This is a three-credit course; thus you should expect 2.5 hours a week of classroom or faculty instruction and 6 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 12 hours of out of class student work for a 7.5-week course.
- I will respond to your emails within 24 hours. The best way to reach me is to via email. Face to face meetings or phone calls can be scheduled via email.
- Email me if you are not able to keep a deadline for any course assignment. Late submissions will be graded with B+ at best.
- Students are expected to attend all classes as attendance is an integral aspect of enhancing academic success. Students are responsible for all material and information covered in classes missed. Any student missing more than two weeks without a valid excuse will receive deduction of one full letter grade.
- Informed and active participation is an essential part of this class, as learning opportunities are maximized when students are actively engaged in the discussion.
- Therefore, class attendance and participation to class discussion are mandatory.
The following case studies have been selected from the Harvard Business School Publishing and would be used in this course:

1. International Competition: A curse for team performance
2. Wolfgang Keller at Konigsbrau-TAK (A)

Students can purchase this case study by clicking on the link:
http://cb.hbsp.harvard.edu/cbmp/access/72211893

Both cases are available to you at a discount. If you have any questions or need technical assistance, please contact: Harvard Business School Publishing at 1-800-545-7685 or 617-783-7600.

Important characteristics of a manager are the ability to solve complex problems, partner, collaborate, negotiate, and work with others within an organization in order to achieve a common goal. To stimulate this real world environment, students will analyze the impact of varying organizational decisions and dynamics on employee and management behavior through the analysis of this case study.

The case study format below will be adopted in analyzing the case.

- **CASE SUMMARY**: Brief analysis/summary of the case
- **PROBLEM(S)**: Identified problem(s)/issue(s) – something important happened and there is no explanation for it – e.g. an accounts manager notices that a few of their good customers have large accounts payable balances
- **SOLUTION(S)**: Solution(s) of identified problem(s)/issue(s) – the best strategy that can be used to solve the problem(s). Should create more benefits and has fewer or less severe downsides
- **RECOMMENDATION(S)**: Recommendation: what would you recommend in solving this problem by reviewing the solution(s) you have the most confidence in - determine if they seem weak or strong. Apply the one(s) that has the most evidence in relation of the point of view in the case. What are the reasons for the preference?
- **CONCLUSION**: including implementation of the recommendation(s) and/or contingency plan

**Student Learning Outcomes**

Based on satisfactory completion of this course, a student should be able to:

- Apply Organizational Behavior frameworks, tools, and concepts to enhance individual, group, and organizational effectiveness.
- Examine the influence of organizational culture and processes on organizational effectiveness.
- Reflect on a leadership approach that supports achievement of organizational goals.
Course Methodology
Each week, students are expected to:

- Review the week's learning objectives.
- Complete all assigned readings.
- Review all lecture materials for the week.
- Participate in the classroom discussion/activities.
- Complete and submit all assignments by the due dates.

Assignments:
- All written assignments must be submitted using the View/Complete Assignment link that appears beneath the instructions for each weekly assignment in the Assignments section.
- If you are absent when an assignment is due, the assignment must still meet the deadline or suffer the penalty of being late.
- No make-up work (homework, group projects, etc) will be permitted except under extraordinary and documented conditions.
- Late assignments will AUTOMATICALLY receive half credit.

Grading/Evaluation Standards
Final course grades will be assigned on the following basis:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>100 Point Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>This grade is awarded for work whose quality is at an exceptionally high level for an undergraduate student.</td>
</tr>
<tr>
<td>A–</td>
<td>90-93.99</td>
<td>This grade indicates high but not exceptional level of quality.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>This grade indicates quality which is slightly above the expected level.</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
<td>This grade is awarded for work whose quality is at the expected level.</td>
</tr>
<tr>
<td>B–</td>
<td>80-83.99</td>
<td>This grade indicates quality which is slightly below the expected level.</td>
</tr>
<tr>
<td>C +</td>
<td>77-79.99</td>
<td>This grade indicates quality which is slightly above fair.</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99</td>
<td>This grade is awarded for work whose quality is fair, but still below the expected level for an undergraduate student.</td>
</tr>
<tr>
<td>C–</td>
<td>70-73.99</td>
<td>This grade indicates quality which is slightly below fair.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
<td>This grade indicates a slightly poor achievement</td>
</tr>
<tr>
<td>D</td>
<td>64-66.99</td>
<td>This grade indicates a poor achievement</td>
</tr>
<tr>
<td>D–</td>
<td>60-63.99</td>
<td>This grade indicates a very poor achievement</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td>This grade is awarded for work whose quality is at a failing level.</td>
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</table>
Grade Breakdown

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 In class discussion/participation which includes attendance for all class sessions</td>
<td>Students are required to prepare for each class by being able to summarize, present, and offer input regarding concepts from the assigned reading</td>
<td>20%</td>
</tr>
<tr>
<td>2 Case study Analysis</td>
<td>Assignment - Group Activity</td>
<td>30%</td>
</tr>
<tr>
<td>3 Weekly assignments</td>
<td>Written assignments, in-class group activities</td>
<td>10%</td>
</tr>
<tr>
<td>4 Team Final Project (Paper)</td>
<td>See description below</td>
<td>20 %</td>
</tr>
<tr>
<td>5 Final Project (Presentation)</td>
<td>The team will write a final paper and present their project during a 15-minute presentation in class</td>
<td>5%</td>
</tr>
<tr>
<td>6 Final Exam</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Team Final Project (Due: 2/21/18)

You and your team will act as a consulting company hired to analyze organizational needs and performance, and provide recommendations based on the frameworks and concepts discussed in this course. You can choose to study an organization you are familiar with or an organization often discussed in business press such (e.g. Forbes, WSJ, The Economist, Fortune).

Follow these steps to prepare your final paper:

- Identify and analyze an organization with respect to one of the topics covered in this course. The following are an example: Motivation in the workplace; Creativity and innovation; Groups and teams; Leadership; Persuasion; Organizational power; Communication.
- Describe the situation faced by the organization at a moment in time: what problem(s) was the organization dealing with
- Evaluate the organization’s performance in the areas you decided to focus on.
- Recommend how the organization should act (what to change or to maintain moving forward).
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments with due date</th>
</tr>
</thead>
</table>
| 1    | 1/10/18   | • What is OB and why is it important?  
• Values and Attitudes                         | • Chapter 1  
• Chapter 2                              | In class Group Activity on Ethics  
Video Presentation                         |
| 2    | 1/17/18   | • Individual Differences and Emotions  
• Social Perception and Managing Diversity    | • Chapter 3  
• Chapter 4                                  | Self-assessment exercises –  
**Due: 1/17/18**                          |
| 3    | 1/24/18   | • Foundation of Employee Motivation  
• Performance Management  
• Positive Organizational Behavior          | • Chapter 5  
• Chapter 6  
• Chapter 7                                  | Case Study (In class); Self-Assessment Exercise –  
**Due: 1/24/18**                          |
| 4    | 1/31/18   | • Groups and Teams  
• Communication in the Digital Age            | • Chapter 8  
• Chapter 9                                  | **Case Study: Internal Competition – A curse for Team Performance (In Class Discussion)** |
| 5    | 2/7/18    | • Managing Conflict and Negotiation  
• Decision Making and Creativity              | • Chapter 10  
• Chapter 11                                 | Decision making exercise/assessment –  
**Due: 2/7/18**                           |
| 6    | 2/14/18   | • Power, Influence and Politics  
• Leadership Effectiveness  
• Organizational Culture, Socialization, and Mentoring | • Chapter 12  
• Chapter 13  
• Chapter 14                                 | **Case Study: Wolfgang Keller at Konigsbrau-TAK (A)  
Due: 2/14/18**                           |
| 7    | 2/21/18   | • Organizational Design, Effectiveness, and Innovation  
• Managing Change and Stress                  | • Chapter 15  
• Chapter 16                                 | Oral Presentation                           |
<p>| 8    | 2/27/18   | • Final Exam                                                                                |                        | Online                                        |</p>
<table>
<thead>
<tr>
<th>Trait</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Shows some understanding of the issues and facts of the case, but the summary is inadequate</td>
<td>Shows adequate knowledge of the facts of the case</td>
<td>Shows superior knowledge of the facts of the case</td>
<td>20</td>
</tr>
<tr>
<td>Problem(s)</td>
<td>Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem(s)</td>
<td>Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem</td>
<td>Identifies not only the basics of the issue, but recognizes nuances of the issue</td>
<td>30</td>
</tr>
<tr>
<td>Solution(s)</td>
<td>Identifies solutions that are not all seemingly equal or that reflect confusion or limited understanding of the situation. No positive and negative consequences are identified</td>
<td>Identifies solutions that are seemingly equal and that reflect a basic understanding of the situation. Positive and negative consequences for each action are discussed</td>
<td>Identifies solutions that are seemingly equal and that reflect an in-depth understanding of the situation. Proposed actions seem to deal with the most important issues. Consequences are tied to the issues deemed most important</td>
<td>25</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Effective recommendations and/or plans of action not provided. Specific data or facts necessary to support the analysis and conclusions was not provided</td>
<td>Effective recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and conclusions.</td>
<td>Effective recommendations, solutions, and/or plans of action were provided. Specific data or facts were referred when necessary to support the analysis and conclusions.</td>
<td>15</td>
</tr>
<tr>
<td>Style</td>
<td>Key points were not identified and supported with a well thought out rationale based on the data provided in the case. Grammar, spelling, punctuation needs improvement</td>
<td>Key points were partially identified and supported with a well thought out rationale based on the data provided in the case. Adequate grammar, spelling, punctuation</td>
<td>Key points were clearly identified and supported with a well thought out rationale based on the data provided in the case. Excellent grammar, spelling, punctuation</td>
<td>10</td>
</tr>
</tbody>
</table>
End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Student Accommodations
The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

Library Services
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit http://library.northeastern.edu/.
**Tutoring Services**

Tutoring can benefit skilled professionals and beginning students alike. NU offers many opportunities for you to enhance your academic work and professional skills through free one-on-one academic support on and off campus. Tutoring is available in multiple subject areas.

For more information, visit [http://www.cps.neu.edu/student-resources/tutoring-services.php](http://www.cps.neu.edu/student-resources/tutoring-services.php).

**Northeastern University Online Technical Help**

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online Support Center. Support via e-mail is also available within one business day at NUOnline@neu.edu.

**Undergraduate Catalog**

The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies. For more information, visit [http://www.cps.neu.edu/student-resources/](http://www.cps.neu.edu/student-resources/).

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