**Harvard Extension**

Spring 2016 – via web conferencing   
*(as of 1/24/2016)*

**MGMT E-4000 Section 5: Organizational Behavior**

Thursdays: 7:40 – 9:40 pm

Room: Online, Via Synchronous Web Conference

Instructor: Ashley Lesko, PhD, [ashleylesko@fas.harvard.edu](mailto:ashleylesko@fas.harvard.edu)

Appointments: By arrangement, please email

# Course Materials

For the course you will need to purchase a textbook and an online pack of articles & cases. These are required readings:

1. **Textbook –** Robbins & Judge, Essentials of Organizational Behavior. You can purchase any edition between the 11th and 16th edition. Correct chapters are noted for different editions on the syllabus.
2. **Course pack -** of articles to be purchased and delivered online from HBS Press. You can choose to obtain the HBR articles through a free trial at hbr.org.
   1. All cases & articles - <https://cb.hbsp.harvard.edu/cbmp/access/41808737>
   2. All cases (no HBR articles) <https://cb.hbsp.harvard.edu/cbmp/access/42272579>

# Course Description

(4 credits) This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, organizational design and development, and organizational culture. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

# Course Objectives

This course is designed to extend your knowledge of organizational behavior from an individual, group, and organizational perspective; and to encourage you to reflect on and apply this knowledge in ways that will enhance your abilities as a manager and leader. Specific learning objectives include:

* Describe current research in organizational behavior and identify how can be applied to workplace settings
* Understand how application of OB frameworks, tools, and concepts can enhance individual, group, and organizational effectiveness
* Reflect on your own beliefs, assumptions and behaviors with respect to how individuals, groups and organizations act in order to expand your approaches and increase your own organizational effectiveness.

# Course Procedures

The course meets Thursdays from 7:40–9:40 p.m. EST online using Adobe Connect (accessible through the class Canvas website) throughout the semester. This meeting will consist of a combination of discussion of the week’s assigned readings, case studies, presentations, exercises and simulations. Students will be expected to us the course website Canvas [https://canvas.harvard.edu/courses/8423#](https://canvas.harvard.edu/courses/8423) throughout the week for updates, emails, discussions and assignments.

## Accessibility

The Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit [www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility](http://www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility) for more information.

## Emails, Office Hours & Feedback on Assignments

I endeavor to answer emails within 1 day. If you have not heard from me within that time, please resend the email. Grades & comments will be posted online in the comments section of the drop box. I will be happy to give feedback and discuss assignments after all grading is complete for a certain assignment. Office hours are scheduled by email request.

I may answer questions of assignment clarification in class and via emails to benefit the entire class. I may also give extra credit during the course that, while generally designed to support learning in the course, will also help your participation grade. These are pass/fail and do not include comments.

# Online Course – Important information

I will be providing important updates and instructions for the online version of this course by email and on our course site ([https://canvas.harvard.edu/courses/8423#](https://canvas.harvard.edu/courses/8423))

* Please read emails as soon as you receive them, and refer to the course site for important information.
* The course is synchronous – also called a ‘live’ course. You are expected to login and join the course during scheduled times. I plan to record sessions, but viewing these recordings does not count toward your participation grade. Failure to attend classes and participate may result in a lower participation grade- see Course Assessment & Grading below.
* You should also be receiving information directly from Harvard Extension on how to access and login to Adobe Connect, and how to test your computer and connection in advance of the first class. Please review this info and follow the directions.
* For the best online in-class experience for you and all students in the class, please purchase and use a headset with microphone. These are fairly inexpensive and can be bought online or in an office supplies store. Phone ear buds and those types have been found not as reliable in the past.

# Course Assessment & Grading

The expectation is that you will read assigned materials prior to class. The class discussion will be based on the reading - your reflections on what you have learned as well as how you might apply it to your experiences. Assignments and papers are intended to encourage your exploration, reflection and synthesis of the assigned topics and course discussions.

Assignments are indicated in this syllabus and are due at the beginning of the class indicated. Late submissions will result in a lower grade and must be approved in advance by the instructor.

Grades for the course will be calculated as follows:

1. (20%) Attendance, Preparation & Participation
2. (20%) Personal Reflection
3. (10%) Group Project
4. (20%) Midterm Paper OR Thought Leader Project
5. (30%) Final Paper

## Attendance, Preparation & Participation (20%)

All students are expected to participate actively in discussions, class exercises, activities, simulation and group work. Regular attendance, preparation and participation in class discussions (online and in discussion forums) is required. Weekly attendance results in more opportunities to engage in quality participation and earn a higher participation grade.

Class participation and discussion indicate that you have read the assigned readings. Your grade will not be based on the number of posts you submit or comments you make in the class, but rather the overall contribution to the discussion. Students are encouraged to exchange contact information and provide support to one another if a class is missed. Please contact me if you are concerned about your attendance or need additional information on any assignment. If you are unable to attend 3 or more classes, then you may be asked to complete additional assignments in order to complete the course.

## Personal Reflection (20%)

The ability to reflect upon your experiences, build upon and learn from them are key components in both professional and organizational development. You will be asked to turn in two assignments to connect your own work experiences with that of what you have learned from this class.

* Reflection #1 - Best Self Exercise – This exercise is designed to reveal your unique competencies and skills, that is, the special capabilities you bring to your work and others. You will seek input from other people who know you in order to more deeply understand your personal, interpersonal, and managerial strengths. Your paper should be at least 2 pages in length, but may need to be longer for you to fully and accurately reflect what you have learned from the exercise.
* Reflection #2 – Presenters Reflections – You will hear from several speakers throughout the course discussing a range of topics. They will discuss their experiences first-hand and encourage discussion and reflection in your areas of work. Your paper should be at least 2 pages in length and should connect your learning, reflection or experiences to the speaker(s) that you associated with the most. It should have a clear topic and you should support your observations by drawing on selected readings, discussions and course frameworks.

## Group Project (10%)

During Weeks 6 & 7, we will discuss Motivation in the Workplace. We will be following a system called XB – Experienced Based Management designed by Roger Putzel. It gives learners complete control over all aspects of the class from teaching to performance assessments. You will be assigned in groups by Week 2 and these will be the groups you will work with for this project.

* I will be delegating the control of grading to your group. You will be responsible for collecting accurate, useable information.
* Your team will be in charge of the entire class for 20 minutes. You will be responsible for ensuring that several topics are covered during this time.

## CHOICE: Midterm OR Thought Leader Project (20%)

You will have a choice to either complete a midterm or be a Thought Leader for a specific week during the course. This decision must be made before the end of the first class.

* Thought Leader (TL) – The Thought Leader(s) will act as a leader for the entire week designated.
  + This includes leading discussions on the discussion board(s), engaging students in further questions and adding materials, such as additional reading topics for students to review.
  + During the class discussion, the TL will assist the instructor in such ways as responding to chat boards, taking notes during class, and keeping up with the overall flow of the online class.
  + At the end of the week, the student will do a 2-4 page Weekly Summary write up of the class itself, summary of case analysis, speaker notes and class discussion. This Summary (to be named *MGMT4000 – Week (*insert # here*) Summary*) will be turned in as an assignment and then the instructor will post for other students to review.
  + Thought Leader Weeks are available for Week 2-5 and 8-15. Priority will be given on a first come first serve basis. No more than 1 person will be assigned to one week. If all weeks become full, and there are still students that would like to be a TL, the instructor will select certain weeks to allow 2 TL’s to those sessions.
* Midterm – You will be asked to complete a short essay of up to 5 pages in length (not including references, title page, or appendix) that **explores ways to enhance organizational performance** based on concepts you have learned thus far in the course (Week 1-7).
  + Your paper should have a clear topic and a persuasive argument that clarifies the importance of the topic and supports your point of view by drawing on multiple readings and course frameworks.
  + This course is based in experiential learning; therefore you have the option to choose a topic that is based on your experiences or a topic that is relevant to your current work situation.
  + Your topic must be approved via email by the instructor at least 1 month prior the due date.

## Final Paper (30%)

You will be asked to complete a short essay of up to 6 pages in length (not including references, title page, or appendix). You will have a choice of topic based on the guidelines below and the topic must be approved by the instructor via email at least 1 month prior the due date:

1. Organizational Performance. An exploration of ways to enhance organizational performance based on concepts you have learned in the second half of the course (Week 8-15)
   1. Your paper should have a clear topic and a persuasive argument that clarifies the importance of the topic and supports your point of view by drawing on multiple readings and course frameworks.
   2. This course is based in experiential learning; therefore you have the option to choose a topic that is based on your experiences or a topic that is relevant to your current work situation.
2. Theory Application. Using a theory, section or chapter in book, explore and analyze an organization where you have in-depth information.
   1. Incorporate theories and models from the textbook, our speakers and our class.
   2. Make a recommendation for the situation. Can it be improved or strengthened?
3. Issues in the Workplace. Address an issue that you have currently in the workplace, have had in the workplace, or have seen to be an issue. Use the OB lens - using what you've learned in the class, textbook, cases, speakers and other students to development an action paper.
   * Explain the parties involved and their perspective of the issue. Support their perspectives with details and facts as possible.
   * Explain the theory or topics the issue addresses, also using sources not used with the class.
   * If the problem has already happened - explain how it was addressed and whether it was handled properly based on your knowledge of the topics. If it is happening or could happen - explain how it could or should be addressed and suggested outcomes using theories and topics from this course.

On your title page, please reference which of the three topic selections from above that you have made for review and grading.

## Note on All Papers and Written Work:

All written assignments should be double spaced and in Times New Roman, 12 point font. They should be submitted electronically to the course Canvas site where a dropbox will be provided.

Assignments:

* Should have a cover page and bibliography/references page – not included in the overall page count
* Are due prior to the beginning of the class indicated on the course syllabus. Due dates/times are noted in the corresponding dropbox on the course site.
* Should be well organized, follow an essay format and be grammatically correct.
* Brief citations, noting the author’s name and page number in parentheses in the text, **for example** (Robbins & Judge, p58), are acceptable for assigned readings (please indicate the edition in the bibliography).
* Full citations should be provided for any references to material not on the syllabus. For these, you can use your preferred citation format, although APA format is recommended.
* If assignment is late, it will receive an automatic reduction in grade of one letter, for example from an A to a B. Submission of late papers must be approved in advance. Late finals will not be accepted.

**Expectations of Professionalism Ethics**

* You are responsible for understanding Harvard Extension School policies on academic integrity ([www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity](http://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity)) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses.
* There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism ([www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism](http://www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism)), where you'll find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

**Extension School Official Policy on Grading**

Grades are considered final when they are submitted to the Registrar's Office at the end of the semester. Students may ask their instructors for explanations of their grades if they believe errors were made. However, a student may not submit extra work, resubmit work to improve a final grade, or have their work evaluated by a third party.

Requests for grade changes are initiated by the instructor. Letter grades can be changed only if there is clear evidence of a computational or clerical error that is documented in writing by the instructor. Though students are entitled to an explanation of their grades, they should be careful not to harass instructors. Repeatedly calling an instructor about a grade or a few points on an exam or telling an instructor that a certain grade is needed could be considered harassment.

# How to Succeed in This Course

I encourage you to consider the following:

* This course will be most beneficial to you if you can tie it directly to your day-to-day life in your place of work. Watch for opportunities throughout the week to apply or challenge what you’re learning here.
* Realize that the assignments will likely sound deceptively simple. Plan more time than you think they will require completing them.
* Students looking to improve their writing are strongly encouraged to take advantage of the services at the Harvard College Writing Center. Support from the Writing Center is approved by me for all written work in this class, including the midterm and final. <http://www.extension.harvard.edu/resources/writing-center>.

# Tentative Course Schedule

\*\* Please note: Syllabus may be modified prior to and during class, including updates to assignments and additional material \*\*

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| --- | --- | --- | --- | --- | --- | --- |
| Class # | Date | Topic | R&J - 11th Ed | R&J - 12th, 13th Ed | R&J- 14- 16th Ed | Required reading (Cases underlined) |
| 1 | 28-Jan | Introduction to OB | C1 | C1 | C1 | "How Great Companies Think Differently" (HBR - Nov 2011)\* |
|  |  |  |  |  |  | **Assignment Due: Survey Completion** |
| 2 | 4-Feb | Diversity in Organizations; Attitudes & Job Satisfaction | C2 | C2, 3 | C2, 3 | "Tradeoffs: Juggling Careers in Professional Service Firms with Private Life ", Reflected Best Self Exercise |
|  |  |  |  |  |  | **Assignment Due: Reflection #1 Due = RBS exercise; Complete Success Scale; Values Profile before next class; Thought Leader signup due** |
| 3 | 11-Feb | Emotions & Moods | C3 | C8 | C4 | "What makes a leader" - Daniel Goleman (HBR - Jan 2004\*); Broadcasting Happiness (Handout)  Optional Reading: Consuming Negative News can make you less effective at work (HBR 9-15); Make yourself immune to secondhand stress (HBR 9-15) |
|  |  |  |  |  |  | **Assignment Due: Topics for Midterm Approved, Values Profile** |
| 4 | 18-Feb | Personality & Values | C4 | C4 | C5 | Chapter reading - Owner's Manual for Values at Work (C3,5,7,11) |
|  |  |  |  |  |  | Optional Reading: The Owner's Manual to Personality at work - Pierce & Jane Howard |
| 5 | 25-Feb | Perception & Decision Making | C5 | C5 | C6 | Mount Everest - 1996 |
| 6 | 3-Mar | Motivation (Part 1) - Concepts | C6 | C6 | C7 | None (student assignment) |
|  |  |  |  |  |  | **Assignment Due: 20 min presentation (week 6, 7)** |
|  |  |  |  |  |  | Optional Reading: "How to Win Friends and Influence People" - Dale Carnegie |

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| Class # | Date | Topic | R&J - 11th Ed | R&J - 12th, 13th Ed | R&J- 14- 16th Ed | Required reading (Cases underlined) |
| 7 | 10-Mar | Motivation (Part 2) - Concepts to Applications | C7 | C7 | C8 | None (student assignment) |
|  |  |  |  |  |  | **Assignment Due: Midterm Due; 20 min presentation (week 6, 7)** |
|  |  |  |  |  |  | Optional Reading: "One more time, how do you motivate employees?" Book |
|  | 17-Mar | Spring Break |  |  |  |  |
| 8 | 24-Mar | Group Behavior; Work Teams | C8, 9 | C9, 10 | C9, 10 | Henry Tam & the MGI Team |
| 9 | 31-Mar | Communication | C10 | C11 | C11 | Coach K: A Matter of the Heart |
|  |  |  |  |  |  | Optional Reading: "The power of talk: Who gets heard and why". (HBR - Sept/Oct 1995) |
| 10 | 7-Apr | Leadership | C11 | C12, C13 | C12 | "People Management" (questionnaire activity) |
|  |  |  |  |  |  | **Assignment Due: Topic for Final Approved** |
| 11 | 14-Apr | Power & Influence | C12 | C14 | C13 | "Taran Swan @ Nick Latin America" |
|  |  |  |  |  |  | Optional Reading: Influence - Cialdini, R.B. (2007) http://ir.nmu.org.ua/bitstream/handle/123456789/116954/06b89c8343b30b05a99d5723277c39f8.pdf?sequence=1 |

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| Class # | Date | Topic | R&J - 11th Ed | R&J - 12th, 13th Ed | R&J- 14- 16th Ed | Required reading (Cases underlined) |
| 12 | 21-Apr | Conflict & Negotiation | C13 | C15 | C14 | "Wildcat Strike"; "6 habits of merely effective negotiators" (HBR - April 2001 - Sebenius\*) |
|  |  |  |  |  |  | Optional Reading: Fisher & Ury: Getting to Yes |
| 13 | 28-Apr | Organization Structure | C14 | C16 | C15 | Going Flat - Pursuit of a Democratic Org Structure |
| 14 | 5-May | Organizational Culture; HR Policies & Practices | \*\* | C16, 17 | C16, 17 | Zappos.com 2009 |
|  |  |  |  |  |  | **Assignment Due: Reflection #2** |
|  |  |  |  |  |  | Optional Reading: Zappos video & article (TBD) |
| 15 | 12-May | Organizational Change & Stress Management | \*\* | C19 | C18 | Google's Project Oxygen: Do managers matter? |
|  |  |  |  |  |  | **Assignment Due: Final** |
|  |  |  |  |  |  | Optional Reading: History of Organizational Development (TBD) |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | \* HBR article - You can get 5 articles free by registering an account |
|  |  |  |  |  |  | \*\* See optional reading |