

EMBA 7410: Organizational Behavior & Leadership
Fall Semester 2021

INSTRUCTOR CONTACT INFORMATION

Instructor: Joanna Lin, Ph.D.
Office: 203 Benson Hall
Email: JoannaLin@uga.edu

COURSE DESCRIPTION

Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior. The structure of this course is organized around how leaders can improve two aspects of human behavior: (1) job performance – the degree to which employees perform the behaviors needed for the organization to achieve its goals, and (2) organizational commitment – the degree to which employees remain loyal to the organization rather than seeking employment elsewhere. This course will guide you through a model that seeks to explain these two areas of organizational behavior.

COURSE OBJECTIVES

After completing this course, you should be able to:

1. Identify and define organizational behavior concepts
2. Apply those concepts to improve your understanding of your own work attitudes and behaviors
3. Employ empirical approach to assess, and improve, functioning of your organizational unit

COURSE MATERIAL

Organizational Behavior: Improving Performance and Commitment in the Workplace (7th edition), by Colquitt, LePine, & Wesson (2018) from McGraw-Hill Publishing.

**You may also use the 2nd, 3rd, 4th, 5th, or 6th editions of this book. The content is virtually identical. You will not be at a disadvantage if you use a previous version.

Website: <http://elcnew.uga.edu> (Your login user name is your MyID)

Contact Terry OIT Help Desk (706-542-6799 or help@terry.uga.edu) if you have problems

COURSE INFORMATION

Effective May 14, 2021, fully vaccinated individuals can resume campus classes and other activities without physically distancing or wearing a mask. Unvaccinated individuals are strongly encouraged to continue socially distancing from others when possible and wearing a face covering while inside campus facilities.

COURSE OUTLINE

The table below lists the course topics and corresponding readings, distance week assignments, and due dates for course assignments and exams. *(Note: Class does not meet physically for Distance Weeks)*

WEEK	DATES	TOPICS	READINGS/ASSIGNMENTS
0	September 20 – Oct 8	Preparation Week	Complete Leadership Survey #1, Due Tuesday, Oct. 5th
1	October 9 morning	Introduction to OB Job Performance Commitment	Chapter 1 (What is OB section) Chapter 2 Chapter 3
	October 9 afternoon	Team Functioning & Forming Teams	
3	October 10 – November 5	Distance Week	Complete Leadership Survey #2 Wonderlic Cognitive Ability Assessment, and Recruit Supervisor Team Contract Due Tuesday, Nov. 2nd
4	November 6 morning	Job Satisfaction Stress	Chapter 4 Chapter 5
5	November 6 afternoon	OB Analytics & Project Overview	Chapter 1 (Statistics section)
6	November 7 – November 19	Distance Week	Complete Leadership Survey #3 Conduct team interviews Due Tuesday, Nov. 16th
7	November 20 morning	Motivation	Conduct team interviews before class Chapter 6
8	November 20 afternoon	Personality, Ability, & Decision Making	Chapter 9 (The Big Five Taxonomy, Figure 9-8) Chapter 10 (Cognitive Ability, Emotional Ability, Figure 10-4) Chapter 8 (Methods of Learning, Methods of Decision Making, Decision Making Problems, Figure 8-7)
9	November 21 – December 3	Distance Week	Complete Leadership Survey #4 Supervisor Survey Due Due on Tuesday, Nov. 30th
10	December 4 afternoon	Leadership: Styles & Behaviors	Chapter 13 (Acquiring Power) Chapter 14 Chapter 7 (Trust) Team Projects Due Tuesday, Dec. 7th
12	December 11	Online Exam	<i>(Online exam will be open Dec. 10th – 12th)</i>

COURSE GRADING POLICY

Point Break Down:

Team Contract	50
Class Participation	100
Leadership Survey Participation	100
Team Research Project	375
Application Exam	375
Total Course Points	1000

Grade Distribution:

A	930 – 1000 points	93 – 100%
A-	900 – 929 points	90 – 92.9%
B+	880 – 899 points	88 – 89.9%
B	830 – 879 points	83 – 87.9%
B-	800 – 829 points	80 – 82.9%
C+	780 – 799 points	78 – 79.9%
C	730 – 779 points	73 – 77.9%
C-	700 – 729 points	70 – 72.9%

TEAM CONTRACT (50 points)

Your team is responsible for turning in a team contract with three sections: (1) a team purpose statement, (2) an analysis of team strengths and weaknesses, and (3) a set of ground rules that will facilitate effective teamwork and performance. You will receive an example on the team functioning class day that you can use as a guide. The contract is due through eLC on **Tuesday, November 2th**.

CLASS PARTICIPATION (100 points)

Students are expected to attend each and every class. For each class session, you are expected to have read the assigned reading for that particular session, as well as to be prepared to discuss topics in class.

Attendance is important for class participation, but not sufficient for maintaining your participation grade. Rather, participation is also based on your level of meaningful contributions to and participation in class activities and discussions. Below is an approximation of the grading scale that I will use to assess your participation in classroom discussions. Please note that this grade may also be reduced for any student who maintains poor attendance or is frequently late to or leaves early from class. I do *not* automatically deduct points for every missed class. I use the attendance to get an idea of who is there and participating.

Participation Evaluation

A	Consistent (~90% of class sessions) high quality contributions.
A-	Reasonably frequent (~80% of class sessions) high quality contributions.
B+	Reasonably frequent (~80% of class sessions) contributions, but not always of high quality.
B	Sometimes contributes but not always high quality or occasional (~60% of class sessions) high quality contributions.
B-	Occasional contributions, but not always of high quality.
C+	Contributes once and a while, but not always of high quality.
C	Does not take part in class discussion unless specifically asked to do so.
D	Takes no part in classroom discussion.

A “high quality” contribution reflects that a student: responds to other students as well as the instructor, volunteers illustrations from personal experiences about subjects under discussion, has prepared prior to class and listens actively in class.

LEADERSHIP SURVEY PARTICIPATION (100 points)

Part of the purpose of this course is to help you understand the principles of OB in a way that assists your journey toward becoming a better leader.

During the preparation week for class, you will sign up to participate in a series of organizational behavior and leadership surveys (that we hope you will allow to be used for Academic Research at the University of Georgia). In order to capture the interpersonal and dynamic nature of organizational behavior and leadership, this will require you to:

1. Complete four (20-30 minute) surveys relevant to the content we will cover in class
 - a. Sent on September 25th and due on **October 5th**

- b. Sent on October 12th and due on **November 2nd**
 - c. Sent on November 9th and due on **November 16th**
 - d. Sent on November 23rd and due on **November 30th**
2. Complete an 8-minute Wonderlic Cognitive Ability Assessment relevant to the content we will cover in class (complete by **Tuesday, November 2nd**).
3. Recruit your direct supervisor to participate in supervisor surveys relevant to the material we cover in class (complete by **Tuesday, November 2nd**).
4. Ask your supervisor to complete their (15 minute) surveys
 - a. Supervisor survey sent on November 23rd and due on **November 30th**

At the end of the semester, both you and your supervisor will receive a feedback report relevant to the material we cover in class. There are no right or wrong answers to the survey questions, none of your responses will be shared with your supervisor, and none of your supervisor's responses will be shared with you.

You will receive all 100 points for this portion of the course if you complete all 4 surveys.

You need to complete the first survey by **Tuesday, October 5th**.

TEAM RESEARCH PROJECT (375 points)

Teams will conduct a research project designed to answer one of two key questions: (1) What causes someone to perform their job well, and (2) remain committed to their organization? Ultimately, this project will conclude with a written report about your process, findings and recommendations. Your final grade on this project will be based on both the group grade (80%; 300 points) and peer evaluations from your teammates (20%; 75 points).

Phase I: Inductively build a theory

In this first phase of the project, your team builds a theory about what causes someone to have high or low levels of performance or commitment.

- **Select your topic:** Each team will select either performance or commitment for their topic. Teams that select performance will focus on answering the question: What causes someone to perform their job well (comprised of task, citizenship, and counterproductive behavior)? Teams that select commitment will focus on answering the question: What causes someone to remain committed to their organization (comprised of affective, normative, and continuance commitment)? In research terms, this topic is known as the "dependent variable."
- **Interviews:** You will start with interviews of people (one interview per group member) *who are as different from one another as possible*. The specific questions will be left up to you, but should explore the interview subjects' beliefs about what fosters performance or commitment.
 - o **Hints:** *Let them tell you what concepts are important! Do not provide a set of concepts for them!* For example, one interview question might be "When you think about times that you have performed well, what factors contributed to that good performance?" or "When you think about employers that you were really committed to, why did you feel such high commitment levels?" Your projects can focus on the concepts discussed in the course, but should go beyond those concepts as well.
- **Select three themes:** Once your interviews are completed, your team will review your interview responses and select three themes that best answer your research question (either performance or commitment). In research terms, these themes are known as "independent variables."
 - o **Note:** These themes can tap into concepts that we discussed in class, but can (and ideally should go beyond these concepts as well). In the interest of diversity in the reports, your study can only use one of the following as a theme (and doesn't have to use any): *liking of coworkers, pay, and advancement opportunities*. These concepts come up very often in interviews, but become redundant quickly in the reports. Outside of this limitation, feel free to focus on concepts that you find interesting.

- **Write hypotheses:** At the end of this phase, you should turn your three selected themes into formal hypotheses that can be tested with data. They should use the following format: “Theme 1 will be positively/negative related to the dependent variable.” For example: “The amount of stress on the job will be negatively related to organizational commitment.”

Phase II: Collect data to test your theory

Now that you’ve come up with your theory and hypotheses, it is time to test them to see if they are supported with data.

- **Create a survey measure:** I will provide you with a template survey (in eLC) that already includes survey measures of your dependent variable (either performance or commitment), as well as some demographic questions. Your team will need to design survey questions for each of your independent variables. You will write 4 survey questions for each independent variable.
 - o **Note:** You will create these survey questions during the Project Overview day in class. I will provide you with guidance and hints before you get started. Then I will review and help you make edits to your survey once you are done.
- **Administer survey:** Your team will then administer your survey to 6 individuals (*who are as different from one another as possible*) per group member.
- **Analyze the data:** I will provide you with an Excel spreadsheet to enter your data into that will run the statistics for you (on eLC). This spreadsheet will include formulas that will calculate the reliability of your survey measures. It will also provide correlations, as well as confidence intervals, for the relationships between your independent variables and dependent variables.
- **Interpret the data:** Based on our discussion of statistics in class, your team will interpret the pattern of findings provided in the spreadsheet in order to determine if your hypotheses were supported or refuted.
 - o **Note:** The statistical support (or lack of support) for your hypotheses has no bearing on your grade. Research projects rarely turn out exactly the way we want them to. Instead, you are grading on the process, accurate interpretation, and conclusions.
- **Develop recommendations:** Drawing from the pattern of results that you find, you will then create a specific list of recommendations for what a company could do to capitalize on (and implement) your findings.

Explanation of Team Project Deliverable

Teams will submit: (1) a copy of your raw data (in .xls format) and (2) a report that summarizes the research process, your findings, and recommendations based on these findings. In terms of format, I would like to see a one to two page executive summary, followed by a more thorough report (which can be up to ten pages, including any diagrams or tables). You should structure this report as if you are speaking to a board of directors who know little to nothing about the topics. This report is due on **Tuesday, December 7th**.

The final report should provide the following details:

- Detailed descriptions of your interview participants
- Verbatim highlights of the questions asked in the interview
- Verbatim highlights of the participants’ responses to the questions
- Some themes that emerged from the interviews (supported using those verbatim highlights)
- The theory that your project will test, expressed in diagram form (i.e. your three predictors in the boxes, with arrows flowing into your dependent variable)
- Your three hypotheses, stated like the example above
- The survey items used to measure each concept (including your dependent variables)
- Detailed descriptions of your survey respondents
- The reliability of all six of your scales
- The correlations (and confidence intervals) between your predictors and dependent variables
- Interpretation of the statistical significance of those correlations

- Conclusions about whether the correlations support or refute your hypotheses
- Assessment of the pattern of correlations across the three outcome dimensions
- A list of very specific prescriptions for managers, based on your results

Assignment Submission Instructions: Please submit this assignment by 11:59pm on the due date through the eLC system. It should be single spaced, Times New Roman, 12-point font, with 1 inch margins. Please use the following labeling system: Team#-DayofClass-Assignment Name (e.g., Team4-Wednesday-TeamResearchProject). Late assignments will be penalized as follows: 5 points off if turned in the day after the deadline, and 5 points off for every additional day late.

Assignment Grading: Reports will be evaluated based on the bulleted criteria outlined above, as well as for their general structure (e.g., clarity, focus, and flow of the paper). If you would like specific individual feedback on an assignment, you must email me with that request within 72 hours of the grades being posted in eLC. In an effort to provide timely grades for everyone, I do not write specific feedback for every case. However, if you request this feedback in close proximity to my grading process, I can pull together my thoughts and provide them for you.

APPLICATION EXAM (375 points)

The application exam will be a *cumulative* and *integrative* essay-style exam that will be taken through the e-Learning system. You may use any materials from class as you take the exam. You will have up to three hours for the exam, and it can be taken anytime during the window from 12/10 through 12/12.

The exam will consist of four essay questions that require the application of course content to address organizational problems. Although there may not be a definitive “right” and “wrong” answer to each essay question, I am looking for you to integrate the knowledge that you learned in this course and make the best possible decisions about where to focus the company’s efforts in addressing the presented problem. In our discussion of every class topic, we will cover just how important (based on statistical data compiled across many research studies) each topic is to various workplace outcomes. For example: motivation is very strongly related to performance, while job satisfaction is moderately related (and challenge stressors are weakly related) to performance. If an essay question asked about improving performance, answers that described the role of motivation would receive a higher score than answers that focused on job satisfaction or challenge stressors.

ACADEMIC HONESTY AND INTEGRITY

The academic community of students and faculty at the University of Georgia strives to promote and ensure an environment of honesty, trust and respect. As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty” and the Student Honor Code (<http://www.uga.edu/honesty>). All academic work must meet the standards described in “A Culture of Honesty.” Lack of knowledge about the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

MENTAL HEALTH AND WELLNESS RESOURCES

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and

health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

DISABILITIES AND ACCOMMODATION

Students with disabilities who require reasonable accommodation in order to participate in course activities or meet course requirements should contact me during office hours or by appointment. If you plan to request accommodations, please register with the Disability Resource Center (<http://drc.uga.edu>), The University of Georgia, 114 Clark Howell Hall, Athens, GA 30602-3338.

CHANGES TO THE SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.