MAN 5245
ORGANIZATIONAL BEHAVIOR
Class Number 17179
Saturday/Sunday 8:00-12:00 or 1:00-5:00
Fall Semester 2018

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Time of Class: Sat/Sun 8:00-12:00/1:00-5:00
Classroom: Lake Nona Rm. 334
Office Hours: After class or by appointment

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COURSE OVERVIEW AND OBJECTIVES

Organizational Behavior (OB for short) is the systematic study of the attitudes, perceptions, and behaviors of people in work settings. Although there are a variety of reasons for studying organizational behavior, among the most important of these is to gain a better understanding of the behavior of people, so that you can more effectively interact with and lead them. Within this context, the objective of this class is to enhance your understanding of the determinants of the behavior in work settings, and how to improve your effectiveness when you perform in leadership roles.

Although there are many different ways of defining leadership effectiveness, the majority of these definitions indicate that effective leaders are those that: influence a group of individuals to achieve a common goal; improve the performance and attitudes of employees; motivate people to perform "above and beyond the call of duty;" and enhance organizational effectiveness. Thus, during this class, we will: (a) explore the determinants of the attitudes, perceptions, and behaviors of people in organizations; (b) examine the characteristics that influence leaders to emerge and be more effective; and (c) identify those leader behaviors that have been found to be the most important ones for enhancing organizational effectiveness.

CLASS FORMAT, READING ASSIGNMENTS, AND PARTICIPATION

In this course, we will use a variety of different teaching methodologies, including: lectures, video materials, class and small group discussions, experiential exercises, and team projects. All reading assignments should be completed prior to the day listed for discussion. Any additional assignments that require prior preparation will be announced in advance. Given the nature of this course, each student is expected to come to class prepared to discuss assigned readings, and to participate actively in every class. Each student will be assigned to a team of four to five classmates that will be asked to summarize and present the material from one or two chapters from either the Cialdini or Maxwell books to the class. The goal of the presentations is to develop a learning module that emphasizes the important leadership lessons from these books. This will require you to: (a) read the assigned chapters from the book; (b) read any supplementary materials you feel necessary; and (c) develop an effective, interesting presentation to the class. Each individual's grade on the team assignment will be a function of: (a) the overall effectiveness of the team in completing the project and (b) evaluations by group members of the individuals' contribution to the team project.

REQUIRED TEXTS AND READING MATERIALS

Kouzes, J.M., & Posner, B.Z. (2017). *The Leadership Challenge: How to get Extraordinary Things Done in Organizations*. (6th Ed.) San Francisco: Jossey-Bass. This book is designated as (K&P) in the class schedule.

Cialdini, R.B. (2009). *Influence: Science and Practice* **(5th ed.).** Boston: Pearson.

Maxwell, J.C. (2011). *The Five Levels of Leadership: Proven Steps to Maximize Your Potential.* New York: Center Street press.

MBTI® Self-Scorable Form M (Self-Scorable). Consulting Psychologists Press, Inc. (This will be provided on the 1st day of class.)

MAN 5245 Readings Packet (Provided on 1st day of class)

Antonakis, J., Fenlety, M., & Liechti, S. (2012). Learning charisma: Transform yourself into a person others want to follow. *Harvard Business Review, June,* 127-130.

Barrick, M.R., Mount, M.K., & Judge, T.A. (2001). Personality and performance at the beginning of the new Millennium: What do we know and where do we go from here? *International Journal of Selection and Assessment, 9,* 9-30.

Bowen, D.E., Gilliland, S.W., & Folger, R. (1999). HRM and service fairness: How being fair with employees spills over to customers*. Organizational Dynamics, 27*, 7-23.

Campion, M.A., Palmer, D.K., & Campion, J.E. (1998). Structuring employment interviews to improve reliability, validity, and user's reactions. *Current Directions in Psychological Science, 77-82.*

Kaplan, R.S., & Norton, D.P. (1992). *The Balanced Scorecard – Measures that Drive Performance. Harvard Business Review, January-February, 1992; 71-79.*

Kelley, R., & Caplan, J. (1993). How Bell Labs creates star performers. *Harvard Business Review, July-August, 1993; 129-139.*

Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive, 9*, 7-14.

Mankins, M., Bird, A., & Root, J. (2013). Making star teams out of star players. *Harvard Business Review, January-February, 2013; 74-78.*

Organ, D.W. (1988). The Good Soldier Syndrome. In D.W. Organ, *Organizational Citizenship Behavior.* Lexington, MA: Lexington. (pp. 1-14).

Rynes, S.L., Gerhart, B., & Minette, K.A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management, 43,* 381-394.

Schmidt, F.L., & Hunter, J. (2004). General mental ability in the world of work: Occupational attainment and job performance. *Journal of Personality and Social Psychology, 86,* 162-173.

Spector, P.E., Fox, S., Penney, L.M., Bruursema, K., Goh, A., & Kessler, S. (2006). The dimensionality of counterproductivity: Are all counterproductive behaviors created equal? *Journal of Vocational Behavior, 68*, 446-460.

Van Velsor, E., & Leslie, J.B. (1995). Why executives derail: Perspectives across time and cultures. *Academy of Management Executive, 9,* 62-72.

GRADING

The grades for this class will be determined by your scores on the following activities:

Midterm Examination	**43%**
Team Project	**14%**
Final Examination	**43%**
	100%

The final exam may cover any material covered during the course.

Grades in this class are assigned in a manner consistent with the guidelines recommended by the Hough Graduate School of Business. Although I will not adhere to a strict "curve," the expected distribution is given below:

A	High Distinction	10-15%
A-	Excellent	25-35%
B+	High Pass	0-50%
B	Pass	0-50%
B- thru C-	Weak Performance	0-15%

HONESTY POLICY

All UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

ACCOMODATIONS FOR STUDENTS WITH DISABILITES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

CLASS SESSION	DATE	TOPICS	CLASS ASSIGNMENT
1	8/19/18	**Overview, Introduction to Course, and Discussion of the Meaning of OB and Leadership Effectiveness** The purpose of this class session will be to provide an overview of the course, its requirements, and some procedural issues. In addition, we will be to begin to explore the general nature of the behavior of people in organizations, with particular emphasis on the role of the leader in such settings. Finally, we will identify some leader behaviors that have been shown to be related to leadership effectiveness. Among the topics addressed are the following: • Overview of class structure, grading, and expectations • Procedural issues and team assignments • Why are we concerned about the behavior of people in organizations? • What do we mean by leadership effectiveness? • What do effective leaders actually do?	Kaplan & Norton (1998) -- "The Balanced Scorecard" (K&P) Chapter 1 – When Leaders are at Their Best
2	9/8/18	**The Importance of Employee Ability, Personality, and Providing an Appropriate Model** The purpose of this class will be to explore the importance that employee ability and personality has on employee performance and the role of providing an appropriate model as a leader. Among the topics addressed are the following: • What role does employee ability play in leadership effectiveness? • What is the relationship between employee ability and motivation and employee performance? • What techniques can be used to assess employee ability? • What should the role of interviews be in selecting employees? • How can interviews be made more effective? • How can you set an effective model for employees to follow? • What is the role of personality in the behavior of people at work?	(K&P) Chapter 2 – Clarify Values (K&P) Chapter 3 – Set the Example Schmidt & Hunter (2004) – "General Mental Ability" Barrick et al. (2001) – "Personality and performance……" Campion et al. (1998) – "Structuring employment interviews…" Please complete the *MBTI Self-scoring Form M* instrument before class.

CLASS SESSION	DATE	TOPICS	CLASS ASSIGNMENT
3	9/9/18	**Communicating a Shared Vision and Exploring the Relationship Between Employee Satisfaction and Performance** In this class, we will examine the importance of communicating a shared vision as a leader. In addition, we will explore the relationship between employee satisfaction and employee performance and the important role that rewards and positive feedback have on this relationship. Topics to be covered in this class include: • What does leadership vision mean, and why is it important? • What is the difference between outcome and process visions? • What can leaders do to get people committed to their vision? • What (if any) is the relationship between employee satisfaction and performance? • What factors influence the effectiveness of positive feedback? • How can leaders give constructive feedback to others without turning them off? • Is punishment effective in organizational settings? (Does punishment work?)	(K&P) Chapter 4 – Envision the Future (K&P) Chapter 5 – Enlist others (K&P) Chapter 10 – Recognize Contributions (K&P) Chapter 11 – Celebrate the Values and Victories Kerr (1995) -- "On the Folly of Rewarding A While Hoping for B" Rynes et al. (2004) -- "The importance of pay in employee motivation…"
4	10/13/18	**What Makes Organizations Effective? – Understanding the Linkage Between Leadership Effectiveness and Organizational Effectiveness** In this class, we will discuss the role that leaders play in organizational effectiveness. Among the topics to be addressed are: • What is the relationship between leadership and organizational effectiveness? • What are organizational citizenship behaviors (OCBs), and how do they influence organizational effectiveness? • Why are employee perceptions of fairness (justice) so critical to individual and organizational level outcomes? **MIDTERM EXAMINATION** **The 1st examination will be given in the 1st two hours of class time.**	**PREPARE FOR MIDTERM** Organ (1988) – "The Good Soldier Syndrome" Bowen et al. (2007) -- "How Being Fair..." Spector et al. (2006) – The dimensionality…" (K&P) Chapter 8 – Foster Collaboration (K&P) Chapter 9 – Strengthen Others

CLASS SESSION	DATE	TOPICS	CLASS ASSIGNMENT
5	10/14/18	**The Importance of Individualized Support and Trust in Leadership Effectiveness** In this class, we will explore the important role that support and trust has on a leader's effectiveness. Among the topics to be discussed include: • What is the role of trust to a leader's effectiveness? • What role do employee perceptions of support and fairness have on their trust in their leader? • Can you go too far in providing support for others? • How do you know when you have provided enough (but not too much) support? • What do we mean by counterproductive work behavior, and what should be done about it?	(K&P) Chapter 12 – Leadership is Everyone's Business Kelley & Caplan (1999) – "How Bell Labs" Mankins et al. (2013) – "Making star…" Antonakis et al. (2012) "Learning Charisma…" Van Velsor (1995) "Why executives derail…"
6	11/10/18	**The Weapons of Influence – Team Project Presentations** To be effective in organizational settings, one has to be able to influence the attitudes and behaviors of others. Therefore, the purpose of this class is to explore the various types of influence techniques that can be used in organizations, and the proper (i.e., ethical) way to use them. Included among the topics we will discuss are the following: • What does it mean to have "influence" in an organization and where does it come from? • How can I be more influential and get others to do what I want? • What are the ethical concerns with using influence?	**Slides for all team projects are due via email on Friday, November 9th by 6:00 pm** Team (1) – Cialdini (Chapter 2) Team (2) – Cialdini (Chapter 3) Team (3) – Cialdini (Chapter 4) Team (4) – Cialdini (Chapter 5) Team (5) – Cialdini (Chapter 6) Team (6) – Cialdini (Chapter 7)

CLASS SESSION	DATE	TOPICS	CLASS ASSIGNMENT
7	11/11/18	**Team Project Presentations Maxwell – the 5 Levels of Leadership** This class will be dedicated to the presentation of team projects. Each team will have 25 minutes to present their project and answer questions about it. Due to the number of teams presenting, time limits will be enforced.	Team (7) -- Maxwell (Level 2 Leadership) Team (8) -- Maxwell (Level 3 Leadership) Team (9) – Maxwell (Level 4 Leadership)
8	**12/1/18**	**FINAL EXAMINATION**	**PREPARE FOR FINAL**

Team Presentations

A. Team Presentation Overview

For the purposes of this class, all students will be randomly assigned to a team that will be asked to summarize and present the material from one or two chapters from either the Cialdini or Maxwell books to the class. The goal of the presentations is to develop a learning module that emphasizes the important leadership lessons from these books. This will require you to: (a) read the assigned chapters from the book; (b) read any supplementary materials you feel necessary; and (c) develop an effective, interesting presentation to the class.

The audience for this presentation is comprised of your classmates, who are interested in it because of the learning lessons it provides for them in their present (or future) leadership positions. Therefore, when preparing and delivering this presentation, you should consider the most effective way of teaching to this audience. **If you have developed an effective learning module, the audience should feel that they have taken some important lessons from it that they can apply in their leadership positions.**

B. Team Presentation Format

Team projects will be completed in your randomly assigned groups, and will culminate in a **25-minute presentation** delivered to the class. **All teams will send me their presentation materials (including PowerPoint slides, handouts, and any other supplemental materials) via email by Friday, November 9th at 6PM. All presentation materials must be turned in at this time. Presentations will occur on Saturday, November 10th and Sunday, November 11th.** Teams may not alter their presentation slides or handouts after they are turned in — to be fair to all teams, what your team presents must be identical to what your team turns in at this time.

C. Team Project Grading

The team project is worth 14 percent of your grade. Generally speaking, the following criteria will be used to evaluate each presentation.

Effectiveness of Presentation (Content):

- Did the team accurately summarize the material discussed in the chapters?
- Did the team integrate lessons about leadership from the class or readings into their presentation?
- Did the team provide clear and specific recommendations for leaders in actual organizations?
- Did the team make recommendations regarding leadership that past research (as reflected in the *readings, class discussions,* and *lecture notes*) would support?
- Can all members of the team answer questions regarding the presentation?

Creativity and Innovation of Presentation:

- Did the team create interest in the learning lesson that they developed for the class?
- Did the team utilize independent research (e.g., interviews with leaders, other media, etc.) in their presentation?
- Did the team present their material in a creative/innovative way that will help the audience remember the main learning points about leadership made in the book chapters?
- Did the team do something that made its presentation stand out from the rest?

Appearance and Consistency of Material/Presentation:

- Was the speaking style of the presenters professional?
- Were the slides clear, well organized, and easy to read?
- Were the slides consistent in terms of font, punctuation styles, etc.?

Although each team presentation will be evaluated by the other members of the class, the final grade for the presentation will be assigned by me. In addition, each team member will be responsible for providing evaluations for the other members of their team upon completion of the project. Individual grades for the group project will then be adjusted based on these team peer evaluation ratings.

Some Attributes of Effective (vs. Ineffective) Team Presentations

Effective Presentations	Ineffective Presentations
Provide a **good (brief) summary** of the key points of the book	Do a **poor job of summarizing the key points** of the book
Focus on a **limited number (two to three) of specific themes per chapter**	**Try to address a wide variety of themes and lose focus**
Make an **attempt to integrate the material from the book with the readings and material from the class**	Make **no attempt to integrate the material from the book and the readings and material from the class**
Enhance the learning process by presenting the material in a creative or innovative way (e.g., conducting independent research, using skits, interviews, etc. to supplement material from the book)	**Standard presentation with slides and not very innovative**
Presentation is **given in the allotted period of time**	Project **presentation uses either substantially less (or more) time than allotted**
Logical and consistent flow to the presentation	**Unclear what the logic is that ties the presentation together**
All **slides are readable and self-explanatory**	**Slides are difficult to read** and/**or require a great deal of explanation**
Team members are able to effectively address any questions regarding their presentation that are asked of them	**Team members have difficulty answering questions of clarification or elaboration**