Catalog Description
This course introduces students to the dynamics of human behavior in the workplace through the study of such topics as perception, learning, motivation, leadership and group behavior. Students will learn principles of interpersonal influence, conflict resolution, and effective group behavior and develop an awareness of ethical issues in the workplace and organizational social responsibility.

Prerequisite: Quinlan Honors Program students only. Sophomore standing.

Course Overview
Organizational Behavior (OB) focuses on analyzing how individuals work in groups and organizations to achieve goals. This course seeks to develop your understanding of the people management skills needed to perform effectively in an organizational setting. Key topics include individual differences, decision making, teams, motivation, leadership, culture, and change. Experiential material and a group project are used to support individual development and the people skills useful for managers in any field or discipline, working in most organizational settings.

Course Objectives and Learning Outcomes
1. To understand important OB concepts and to recognize the challenges of managing people in organizations. Reading the course materials prior to class, attending the lectures, and fulfilling the course assignments will support this outcome.

2. To encourage your personal development through reflecting on your strengths and weaknesses as an employee, team member, and aspiring leader. Participating in experiential exercises, engaging in classroom activities, and completing the group project will support this outcome.

3. Consistent with the Quinlan Honors Program vision: To deepen your understanding of the complex nature of global management and its interrelationship with corporate social responsibility. Contributing to your group project assignment will support this outcome.
Required Materials:

1. Soft cover text #1 ordered from Loyola WTC Follett Bookstore:

2. Soft cover text #2 ordered from Loyola WTC Follett Bookstore:

3. Other class materials available on Sakai and distributed in class, including articles, exercises, PowerPoint slides, etc. Additional readings may be added to Sakai that relate to our class topics. *Please plan to check Sakai frequently.*

If you must miss a class, you are responsible for keeping up with assignments, class notes, and any handouts or important information discussed in class. Fellow students and your group members can be a resource here. Please email me in advance if you will be absent.

<table>
<thead>
<tr>
<th>Course Requirements and Grading Criteria</th>
<th>Percentages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Three Examinations (2 midterms + final)</td>
<td>20% each</td>
<td>100 points each</td>
</tr>
<tr>
<td>2. HBR Article Assignment (in teams)</td>
<td>10%</td>
<td>50 points</td>
</tr>
<tr>
<td>3. Group Presentation &amp; Paper*</td>
<td>25%</td>
<td>125 points</td>
</tr>
<tr>
<td>*adjusted downward for peer input, if necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Class Participation</td>
<td>5%</td>
<td>25 points</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>500 TOTAL points</td>
</tr>
</tbody>
</table>

Your final course grade will be determined by adding together the points you earn from each of the course requirements.

<table>
<thead>
<tr>
<th>Course Grading Scale</th>
<th>Loyola University Grading Scale &amp; Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-93%</td>
<td>A 4.00</td>
</tr>
<tr>
<td>A- 92-90</td>
<td>A- 3.67</td>
</tr>
<tr>
<td>B+ 89-87</td>
<td>B+ 3.33</td>
</tr>
<tr>
<td>B 86-83</td>
<td>B 3.00</td>
</tr>
<tr>
<td>B- 82-80</td>
<td>B- 2.67</td>
</tr>
<tr>
<td>C+ 79-77</td>
<td>C+ 2.33</td>
</tr>
<tr>
<td>C 76-73</td>
<td>C 2.00</td>
</tr>
<tr>
<td>C- 72-70</td>
<td>C- 1.67</td>
</tr>
<tr>
<td>D+ 69-67</td>
<td>D+ 1.33</td>
</tr>
<tr>
<td>D 66-60</td>
<td>D 1.00</td>
</tr>
<tr>
<td>F 59 and below</td>
<td>F 0</td>
</tr>
</tbody>
</table>
Course Assignments:

1. The **examinations** (two midterms and the final) are in-class, closed-book exams that include objective and brief essay questions. The exams are *not* cumulative. Sample exam questions are on Sakai.

2. The **HBR article assignment** is to be completed in teams of your choosing. There are ten **HBR** articles in the *Must Reads* text, so team assignments will depend on how many students are enrolled. Each team should prepare in advance to present their **HBR** article to the class, according to the schedule outlined in your syllabus. The 12-15 minute presentation should answer the following questions:

   1. Outline the 3-5 major points of the article, including any management recommendations.
   2. How does the article relate to the class topic for the week? Does the article support or challenge the textbook chapter(s)?
   3. Why did **Harvard Business Review** include this article in their ‘Must Read’ series? Do you agree?

In addition, each team should prepare a one-page typed summary of the presentation (due the same date), to be added to Sakai as a class study guide. Please see Sakai for more details.

3. The **group presentation and paper** focus on analyzing the management challenge of **Sustainability**. In this real-world project, your group will analyze sustainability initiatives in an industry you select, using the OB concepts and frameworks learned in class (including the importance of effective teamwork in accomplishing objectives). Your in-class presentations will also illustrate the wide variety of industry initiatives used to address sustainability. Examples of prior MGMT 201 Honors class projects include:

   **Athletic Apparel Stores**  **Automobiles (gas & electric-powered)**
   **Coffee Shops**  **Cosmetics**
   **Dairy Alternatives**  **E-Commerce Shipping**
   **Fast Fashion & Supply Chain**  **Grocery Stores**
   **Repurposing Waste into Art**  **Restaurants**
   **Retail Apparel Stores**  **Tourism Venues**
   **Transportation**  **Universities**

Your project is to be an **analysis** (not simply a description) of how this industry is managing its key OB challenges with respect to sustainability. For example, you may choose to address issues such as: sustainability leadership, power and politics in implementing sustainability initiatives, and motivating the firm’s workforce and customers to adopt new practices or products. Your research may be grounded in library research, databases such as IBIS, and the business press, but it must also include some **real-world observational data**. Be sure to select an industry that offers accessible data for your analysis. Think of this project as similar to a consultant’s work for a client, and thus also include conclusions and recommendations in your report.

   ➔ **A summary of the requirements for the group project report is on the LAST PAGE of the syllabus.**

The project comprises two deliverables:

1. A **presentation** to the class (50% of the project grade)
2. A 12-15 page **paper** (50%).
Your team will receive one overall grade, based on combining the separate evaluations for the presentation and the paper. In addition, you will be required to evaluate confidentially each of your fellow group member’s relative contribution to your project, using the assessment tool I will provide. All members of a group will receive the same grade, unless the peer evaluations reveal necessary downward adjustments to an individual’s grade (due to "free rider" problems).

You may choose your own project groups consisting of 4 members. If you are having problems forming a group, please come to me for help ASAP.

Presentations:

Each group will give an 18-minute presentation of its project to the class during week 15. In addition to highlights of your analysis, your presentation should also include a summary of the actual data you collected (bar charts, tables, graphs, etc.) as well as your conclusions and recommendations. The scheduling of presentations will depend on how many groups we have. Each group member must participate in this presentation.

**Grading criteria for the class presentation** include:

- organization and creativity
- analysis of the industry’s sustainability progress, including presenting the data you collected
- use of OB class concepts to support analysis (**very important**)
- your conclusions and recommendations
- contribution by all group members and use of time

**On your presentation date, please provide me with a copy of any handouts or PowerPoint slides you will be using, so I can provide you with my notes & comments.**

Written Papers:

Your group’s paper should be a typed, 12-15 page, double-spaced, 12-point font, professionally-prepared paper. The paper is due at the beginning of class on the date your group’s presentation is scheduled. **NO LATE SUBMISSIONS WILL BE ACCEPTED.** This paper should be 10-12 pages of text and should include up to 3 pages of data exhibits (total paper maximum of 15 pages). Please use subheadings to organize your paper. All of your sources should be fully documented and included in a separate References list; citation style (APA, MLA, etc.) is your choice. Your report should cite at minimum ten references, of which a maximum of five may be websites.

**Grading criteria for the paper** include:

- paper organization, writing clarity, grammar and spelling
- analysis of the industry and its sustainability progress
- appropriate application of OB class concepts to support analysis (**very important**)
- careful assessment of your data and soundness of interpretation
- thoughtful conclusions and recommendations.

**Important note:** Any paper that does not meet basic standards of effective business writing (poor grammar, misspelled words, etc.) will be returned to the group for immediate rewriting and resubmission, and a penalty will be assessed against the project grade.
**PROGRESS REPORTS** about your group projects will be due at several points through the semester.

A **one-page outline (one from each group)** is due **Week 3**. In this outline, briefly describe:

- The **industry** and the sustainability initiatives you plan to study?
- Identify three or four **key issues** you plan to address?
- What are your **plans for data collection**: i.e., library research? business books & journals? observations? company records?

The outline format is posted on Sakai for your guidance. This **non-graded** assignment allows me to provide you with early feedback on your chosen project topic. Please identify your group members at this time (groups may be comprised of 4 members). Also, please advise me as to your preferred **presentation date**; I’ll try to accommodate all requests, but if this isn't possible, we will use a lottery to determine group project presentation dates.

A **required in-person group meeting with me to review your team’s progress** is scheduled after Fall Break. Please use the format provided on Sakai; class time is allocated for this update.

**4. Class participation** includes regular & prompt attendance, being well-prepared for class, and active engagement in class discussions. The **quality** of your contribution is more important than the quantity. Please note the connection between your participation grade and the Quinlan Attendance Policy below.

---

**Quinlan School of Business Policies:**

**Attendance**

Class attendance is mandatory and essential to the value of the learning experience. Students are expected to attend all class sessions in order to pass the course. **Missing more than 20% of scheduled classes** severely jeopardizes the student’s ability to pass the course.

In the event unavoidable emergencies or conflicts prevent you from attending class, you must notify the instructor by e-mail prior to missing the class, and request options for covering missed material. Most of the subjects in a course are sequential. Therefore, it is important to understand the material covered in the missed class before the next class.

Because MGMT 201H uses in-class experiential exercises as well as individual participation, a student **cannot** earn an A for the course without contributing to the class as both an engaged individual student and an involved team member. My expectation is that you will attend every class, for the full class meeting. If a university-related conflict or personal situation means that you must miss a class, arrive late, or leave early, **please email me in advance**. You are responsible for any class assignments or requirements missed.

**Make-Up Examinations**

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged**. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances.
(illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant Dean or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

**Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:


**Class Conduct Policy**

Loyola University’s Community Standards note that all students are expected to adhere to the highest standards of civility and respect in their conduct towards other members of the Loyola community. Courtesy, compassion, and respect for others are expected in this class.

In addition, this course depends on a high level of student engagement and participation. Research continues to grow about how electronic devices negatively impact classroom focus and learning (for example, see an interesting article by Clay Shirky in *The Washington Post* at: http://wapo.st/1rd6LOR.

*Thus, to minimize distractions to you, your fellow students, and me, please keep your tablets and laptops off and your phones on vibrate during class. Thank you!*

Audio or videotaping of class lectures requires the advance permission of the instructor.
## Weekly Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/ Assignments/ Activities</th>
</tr>
</thead>
</table>
| 1    | Aug. 28 & 30 | Introduction to Organizational Behavior & Course Overview  
Diversity in Organizations  
Sustainability & Corporate Social Responsibility  
R & J chapters 1 & 2  
Activity: Introductions & Groups (in class) |
| 2    | Sept. 4 & 6 | **Individual Differences**  
R & J chapters 3 & 5  
*HBR* article 3, Manzoni & Barsoux on differences, failure  
Activity: Team 1 presents article 3 (Thursday)  
Team Resume (on Sakai) |
| 3    | Sept. 11 & 13 | **Groups & Teams**  
R & J chapters 9 & 10  
*HBR* article 9, Katzenbach & Smith on teams  
Activity: Team 2 presents article 9 (Thursday)  
Library Resources for Group Topics  
* * * GROUP PROJECT OUTLINES DUE on Thursday * * * |
| 4    | Sept. 18 | **Groups & Teams (continued)**  
*HBR* article 4, Walker on rookie managers  
Activity: Team 3 presents article 4 (Tuesday)  
Making Student Groups Work (handout) |
|      | Thursday, Sept. 20 | EXAMINATION 1 |
| 5    | Sept. 25 & 27 | **Perception, Decision Making & Creativity**  
R & J chapter 6  
*HBR* article 8, Banaji, Bazerman, & Chugh on biases, ethics  
Activity: Team 4 presents article 8 (Tuesday)  
Lost on the Moon (Handout) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 2 &amp; 4</td>
<td><strong>Motivation</strong>&lt;br&gt;R &amp; J chapters 7 &amp; 8&lt;br&gt;<em>HBR</em> article 2, Herzberg on intrinsic &amp; extrinsic factors&lt;br&gt;Activity: Team 5 presents article 2 (Tuesday)&lt;br&gt;Motivation through Compensation (handout)</td>
</tr>
<tr>
<td>Oct. 9</td>
<td><strong>NO CLASS--Happy Fall Break!</strong></td>
</tr>
<tr>
<td>Oct. 11</td>
<td><strong>Group Project Progress Reports</strong>&lt;br&gt;In-Class meetings with Dr. Reilly</td>
</tr>
<tr>
<td>Oct. 16 &amp; 18</td>
<td><strong>Power &amp; Politics</strong>&lt;br&gt;R &amp; J chapter 13&lt;br&gt;<em>HBR</em> article 6, Kim &amp; Mauborgne on fair process&lt;br&gt;Activity: Team 6 presents article 6 (Tuesday)&lt;br&gt;Conflict in Santa’s Workshop ToyKing Case (Sakai)</td>
</tr>
<tr>
<td>Oct. 23 &amp; 25</td>
<td><strong>Conflict &amp; Negotiation</strong>&lt;br&gt;R &amp; J chapter 14&lt;br&gt;<em>HBR</em> article 10, Gabarro &amp; Kotter on managing bosses&lt;br&gt;Activity: Team 7 presents article 10 (Tuesday)&lt;br&gt;Negotiation Examples</td>
</tr>
<tr>
<td>Oct. 30</td>
<td><strong>Conflict &amp; Negotiation (continued)</strong>&lt;br&gt;<em>HBR</em> article 5, Buckingham on great managers&lt;br&gt;Activity: Team 8 presents article 5 (Tuesday)</td>
</tr>
<tr>
<td>Nov. 1</td>
<td><strong>EXAMINATION 2</strong></td>
</tr>
<tr>
<td>Nov. 6 &amp; 8</td>
<td><strong>Leadership</strong>&lt;br&gt;R &amp; J chapters 12 &amp; 4 (pages 56-59; included in Ch. 12 PPT slides)&lt;br&gt;<em>HBR</em> article 1, Goleman on emotional intelligence&lt;br&gt;Activity: Team 9 presents article 1 (Tuesday)&lt;br&gt;Leaders in Business (handout)</td>
</tr>
</tbody>
</table>
12 Nov. 13 & 15 Organizational Change & Stress
R & J chapter 17
HBR article 7, Argyris on learning
Activity: Team 10 presents article 7 (Tuesday)
Jefferson Company Exercise (on Sakai)

13 Nov. 20 Catch-up Day, Group Project work

Thursday, Nov. 22 NO CLASS--Happy Thanksgiving!

14 Nov. 27 & 29 Organizational Culture & Global Management
R & J chapter 16; reread pages 78-80 in chapter 5
Activity: Cross-Cultural Communication (handout)

15 Dec. 4 & 6 GROUP PROJECT PRESENTATIONS
--PAPERS & PPT SUMMARIES DUE

Tuesday, Dec. 11th at 9 – 11 AM FINAL EXAMINATION

Please note: This class may occasionally deviate from the course outline above.
The instructor reserves the right to make changes as needed to the course syllabus.

Have a great Winter Break!
# Required Format for Group Project Report

<table>
<thead>
<tr>
<th>Project Section</th>
<th>Written pages, d/s (maximum)</th>
<th>PPT slides in Presentation</th>
<th>Key Questions &amp; Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1 page</td>
<td>1 PPT</td>
<td>- Overview of your industry, sustainability initiatives, and your findings</td>
</tr>
</tbody>
</table>
| Background information about the industry | 2 pages                    | 2-3 PPT                   | - What markets does it serve?  
- Describe its employees & customers?  
- What are its primary sustainability challenges? |
| Overview of OB topic(s) you’re studying about this industry | 1.5 pages                  | 2 PPT                     | - Which key OB/MGMT theories are useful in understanding this industry’s sustainability challenges?                                                 |
| Analysis of how your industry is managing sustainability & these key OB topics | 4-5 pages + Tables          | 6-7 PPT (including Tables) | - Use the information from text & class notes to draw connections to your industry.  
- Use the info from your library research & your observational data to explain actual practices in the industry.  
- Goal: to link actual practices with theory.  
- What is your assessment of how sustainability practices are being implemented in this industry?  
- Are there companies that are leaders here? |
| Recommendations and conclusions         | 2-3 pages                   | 2-3 PPT                   | - Is this industry doing well with respect to its sustainability initiatives? Why/ why not?  
- Provide 3-5 specific recommendations you would make to this industry & its firms based on your analysis. |
| References list                         | 1-2 pages                   | PPT references list optional | - All sources should be fully documented.  
- Citation style (APA, MLA, etc.) is your choice.  
- Your report should cite at minimum 10 references; a maximum of 5 may be websites. |
| Summary/Total                           | 10-12 pages of text + up to 3 pages of data exhibits - MAXIMUM 15 pages, not including references | 12-15 PPT - Remember, you have a 18 minute limit | - Review the rubric above for details of what information should be included.  
- You are encouraged to use subheadings to organize your paper. |