

**MGT 3101: Organizational Behavior
(Section ES: Synchronous Online Course)**

Instructor: Eugene Kim, Ph.D.

Contact Information: <http://scheller.gatech.edu/directory/faculty/kim.e/index.html>

Email: eugene.kim@scheller.gatech.edu

Office Hours: 5/27, 6/5, 6/12 or by appointment

Course Web: Canvas @ GT

Course Meeting Information: M/W/F 9:30-12:15 on Zoom

TA: TBA

Students are encouraged to stop by during office hours or request alternative appointments to discuss the course, class materials, or career-related questions. I may also be available during breaks and after class for brief discussions. Outside of class and office hours, email is the best way to reach me and you can expect a timely response, in most cases less than 2 business days. Please put “**MGT 3101**” in the subject line of your email so I will know it is a class-related matter.

Course Overview

All organizations are comprised of three types of resources: financial & material capital, intellectual property, and people. Many contemporary organizations are finding that the people they employ—and the knowledge and expertise these people hold—are their best source of competitive advantage. Organizational behavior (OB) is a field of study that involves what and how members of organizations think, feel, and behave both on the job and in interaction with others at the individual, team, and organizational levels. Organizational behavior is an applied field of study, meaning that the theories and concepts that you are about to learn will be directly applicable to individuals, functioning organizations, management practices, and ultimately your career success.

Most organizations focus their efforts on improving two aspects of human behavior: (1) job performance—the degree to which individuals 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.

Readings, business cases, exercises, and class discussions are designed to help you understand these issues, principles, and methods. Another learning component is group projects, which aim to promote your evidence-based and practical thinking and help you achieve a higher level of learning by applying, synthesizing, and evaluating organization behavior principles in a specific situation.

After completing this course, you will be able to:

- Identify and define organizational behavior concepts.
- Apply those concepts to improve your understanding of your own work attitudes and behaviors.
- Apply those concepts to improve the functioning of your organizational unit.

Required Readings & Materials

- Colquitt, J. A., LePine, J. A., & Wesson, M. J. *Organizational behavior: Improving performance and commitment in the workplace.*
- Case studies
- Movies: Moneyball (2011) & Jobs (2013)

**To save money, you may look for earlier editions of the book (e.g., 3rd edition). Traditionally this is not a huge issue. However, note that the editions may have different numbering of chapters, etc. As such, using an earlier edition of the book is “at your own risk.”*

Life in the Classroom

This will not be a lecture course. Classroom discussion is a vital part of your learning experience and is important for your grade (see below). You will need to come to class prepared to discuss the day’s readings and to respond to the ideas and comments of others. **I will facilitate a dialogue among the class participants rather than deliver a monologue.** I expect your interactions to be informed, well-reasoned and constructive. I expect classroom etiquette to follow “concert rules.” **Your success in this course depends partly on your attendance and participation in class discussions.**

Course Policies

- **We enjoy learning.**
- We encourage individual and team achievements and will work with our colleagues to enable optimal learning for everyone.
- We treat each other with dignity and respect, valuing individual and cultural differences.
- We will communicate frequently and with candor, listening to one another to learn all we can.
- Out of respect for our classmates, we will strive to be on time for class and will be attentive and prepared.
- **Turn on Video:** I will be holding the class “live” on Zoom during the regularly scheduled session time. I expect you to be on Zoom with your video enabled through the duration of class.
- **I expect you to be off of your phone and not to toggle between the class video and other windows, including email and social media.** This is very important for the full participation of the class. Although we will take the virtual class on zoom, I want each of you to get full value out of the class, to really absorb the material and to use it productively in your career. So I am asking you to not be on your phone or browsing internet during the class.

***Student is in class, but detracts from class will be referred to the Office of Student Integrity (OSI) and that they can have an impact on a student's status at the Institute. Please see appendix for more details.**

Graded Activities

<i>Individual Performance (650)</i>	Points
Class Participation: Memo/Journal Writing	350
3 Tests	300
<i>Learning Team Performance (350)</i>	
Case Presentation	100
Final Project Presentation & Participation	250

Grading Distribution

Letter grades for this course will be based on the following cutoffs:

Percent	Grade
90-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
<59.99	F

Individual Performance

Class attendance is required. You cannot participate if you are absent. You should plan to attend every class and be on time for class.

**Students will receive a grade of "F" in the course if they are absent without an acceptable excuse (e.g., 1. an official, University-sponsored event; 2. a medical emergency; 3. a legitimate family emergency (e.g., family reunion does not constitute an emergency); 4. military service or similar obligations) for more than 40% of the entire course.*

Class Participation (350 points): This course requires a great deal of student involvement. Each class period will include intense discussion of the topics and issues at hand that will require students to be in-class and prepared. You will be called on, even cold-called, to contribute to the class discussion. **The purpose of journal writing is to check your attendance and to increase your participation in class discussions and activities which will be based on the material assigned.**

Memo & Journal Writing:

Memo: At the beginning of each class, the instructor gives students 5 minutes to write a **1/3 page memo ("clear" handwriting or typed, single-spaced, 11-point font size, 1 inch margins all around)**. You should choose one (or more) question(s) from the "Learning Goals" Qs at the beginning of each chapter/lecture slide (or create your own questions) and answer the Qs based on your ideas. You can also choose one (or more) question(s) from the "Case" Qs and answer the Qs.

Journal: At the end of each class, the instructor tries to give students 10-15 minutes to **reflect** on the content that was read and discussed, noting your reactions in a journal. Please note that if we do not have enough time, students should finish their journal writing after class. Key areas to address include

what you learned, what surprised you, what was new information that will be helpful in your career, and/or what content contradicts or coincides with your experience with organizations or others (peers, leaders, etc.). You should be writing approximately 2/3 page (“clear” handwriting or typed, single-spaced, 11-point font size, 1 inch margins all around) for each topic and referencing specific terms, concepts, and theories in your writing and reflection.

You are required to submit 7 assigned memos/journals in Canvas “Memo/Journal” by 11:59pm on the days the memos/journals are assigned (refer to the course schedule for details). Students will be graded on both the quality and quantity of their journals (Pass: 50 points, Nonpass: 1 point for attendance). **Late submission will not be accepted.**

Perfect attendance & outstanding class participation: Final course grade may be adjusted upward (1%) for “perfect attendance & outstanding class participation”. For example, a student is in class, participates in class activities (i.e., **Introduce Yourself & All Memos/Journals and Perfect Attendance), and makes frequent and insightful contributions to class discussions (e.g., makes points that integrate multiple topics, raises new and interesting questions, shares relevant personal experiences)*

**Falsifying attendance records (Please don’t turn in your memos/journals when you are absent): Students will lose half of their class participation points (i.e., 175 points). Student will be asked to leave the class & a referral will be made to the Office of Student Integrity.*

Three Exams (300 points): The exam will test your understanding of the course material, including ALL readings (Ch. 1~7[Justice/Ethics Parts], 9~11, 13, & 14), cases, assignments, and class discussions. **The exams will include 50 multiple choice questions (Test 1: 15 Qs, Test 2: 16 Qs, Test 3: 19 Qs)** that test your comprehension of the course. **Examples of exam questions will be provided to you at the end of each class. The exams will be closed book, closed notes, and closed everything, except a 1-page cheat sheet (size 8 ½” x 11” & double-sided).** You can write or print whatever you want on it on the cheat sheet. Given that it is an individual task, you should prepare your own sheet without collaboration. **You will be required to upload your cheat sheet in Canvas before the exams.**

Extra Credit: Specific guidelines will be handed out and discussed during the first or second class.

Learning Team Performance

Case Presentation (100 points): Specific guidelines for the presentation will be handed out and discussed during the first or second class.

Final Project (250 points): Specific guidelines for the project will be handed out and discussed during the first or second class.

**Peer Evaluation: At the end of the team assignments, members will rate one another’s performance on the projects, exams, and class activities and those ratings will affect your grade. Please use the team member evaluation form on Canvas.*

“Tentative” Schedule

We need to be somewhat flexible in our scheduling, as things may come up along the way that we need to accommodate. However, we will try to anticipate these as we go and stick to the schedule as much as possible. Readings and homework may be added throughout the semester. We will not have time to talk about everything covered in the readings in class, so be sure to email me or ask questions during office hours about anything that you do not understand.

Class	Date	Topics	Readings	Annotation
Section 1: Overview & Individual Outcomes				
1-1	5/18 (M)	Course Introduction	Syllabus	HW: 1) Prepare “Introduce Yourself” (Memo 1 Template) 2) Watch “Moneyball” & Prepare a “Lessons from Moneyball” essay (Journal 1 Template) 3) Complete the Student Consent Form (Online) 4) Pick Your Learning Team (Google Doc)
1-2	5/20 (W)	Introduction to OB -What is OB? -Evidence-Based Mgt Discussion: What does “Moneyball” say about 1) “evidence-based management” and 2) “organizational behavior” issues	Ch. 1	Complete Your Learning Team Formation Introductory Meeting: Exchange contact info and discuss your team’s meeting schedule <i>Memos & Journals 1 & 2 (Due 5/20 11:59pm)</i>
1-3	5/22 (F)	Job Performance Organizational Commitment	Ch. 2 & 3	<i>Memo & Journal 3 (Due 5/22 11:59pm)</i> 5/25 – Memorial Day: No Class
1-4	5/27 (W)	Test 1 (Ch 1, 2, & 3) 10:00-11:00am Case Presentation Work Day Q&A Session: 11:00 AM – Noon		Extra Credit Assignment: BusinessWeek Case Analysis – DeepMind Sexual Assault Allegations (Due 5/28 11:59pm)

Class	Date	Topics	Readings	Annotation
Section 2: Individual Characteristics, Team and Organizational Mechanisms				
2-1	5/29 (F)	Personality, Cultural Values, and Intelligence	Ch. 9 & 10 Case: PepsiCo	<i>Memo & Journal 4 (Due 5/29 11:59pm)</i> <i>Case Presentation Starts!</i>

2-2	6/1 (M)	Teams & Team Diversity Desert Survival Exercise	Ch. 11 (&12 Skim through) Case: Microsoft	<i>Memo & Journal 5 (Due 6/1 11:59pm)</i> <i>Case Presentation</i> HW: Watch Jobs before 6/3
2-3	6/3 (W)	Leadership OB Movie Analysis: Jobs	Ch. 13 & 14 Case: Apple	<i>Memo & Journal 6 (Due 6/3 11:59pm)</i> <i>Case Presentation</i>
2-4	6/5 (F)	Test 2 (Ch.9, 10, 11, 13, & 14) 10:00-11:00am Final Project Kick-Off Meeting: Prepare project proposal Q&A Session: 11:00 AM – Noon		Extra Credit Assignment: OB Movie Analysis — The Founder or Hidden Figures (Due 6/7 11:59pm) Final Project Proposal Due (6/7, 11pm)

Class	Date	Topics	Readings	Annotation
Section 3: Individual Mechanisms				
3-1	6/8 (M)	Job Satisfaction & Stress	Ch. 4 & 5 Case: Hilton & Google	<i>Memo & Journal 7 (Due 6/8 11:59pm)</i> <i>Case Presentation</i>
3-2	6/10 (W)	Motivation	Ch. 6 & 7 (Ch7: Justice/Ethics) Case: Netflix & Amex	<i>Memo & Journal 8 (Due 6/10 11:59pm)</i> <i>Case Presentation</i>
3-3	6/12 (F)	Final Project Preparation Day Q&A Session: 10:00 - 11:00 AM		Final Project Due (6/14, 11pm)
Section 4: Apply OB concepts to real-world problems				
4-1	6/15 (M)	Final Project Presentations		
4-2	6/17 (W)	Final Project Presentations (if nec) Final Exam Preparation Day		6/19 – Juneteenth: No Class
4-3	6/22 (M)	Test 3 (Ch. 4, 5, 6 & 7 [Justice & Ethics]) (10:00-11:00am)		

*Students and each team will be meeting with the instructor to exchange ideas and plans to discuss any difficulties you're having. Participation in the meeting is voluntary.

Appendix: Course Policies

Classroom Conduct

Otherwise polite students are apt to behave in an uncivil manner when taking courses that are offered in large classes. The reasons for their transformation include that the probability is low that their behavior will be noticed by the instructor and that the opportunity exists to physically remove oneself from the proceedings by sitting a substantial distance from the presenter. Years of increasingly unpleasant classroom experience have suggested the practicality of preparing and enforcing a set of rules that will help to avoid student incivility. Research also suggests that electronic devices often hinder the learning experience. The following are NOT permitted in class:

- (a) all unnecessary electronics (e.g., cell phones, tablets, etc.)
- (b) napping
- (c) chit-chatting with your seat neighbors
- (d) reading the newspaper (includes working puzzles contained therein)
- (e) studying or doing homework for other courses
- (f) arriving at class late & leaving class early on a consistent basis
- (g) falsifying attendance records

When you are doing any of these things, appropriate penalties for such infractions include the following:

- Students will lose half of their class participation points &
- Students will be asked to leave the class & a referral will be made to the Office of Student Integrity.

**Special Circumstances: Laptop computers may be utilized in class with the instructor's permission for purposes of referring to the online versions of course textbooks or websites cited by the instructor.*

Late Work

Any assignments submitted after the required submission time on the due date will be considered late, and one letter grade will be deducted every day thereafter (e.g., One day late: Your Score 45 of 50 * .80% (B) = 36 of 50).

The Use of Artificial Intelligence

There has been an uptick in artificial intelligence tools (e.g., chat GPT) that can at times make the completion of work easier. Using these tools for your tests is not permitted and the usage of such programs will be handled in accordance with policies related to plagiarism and academic dishonesty.

Grade Disputes

All grade disputes must be submitted to me in "writing" between 24 hours and 48 hours of the time that the grade is given on Canvas (24-hour rule). Students are expected to come well prepared to their appointment and explain their disagreement in specific detail (e.g., bring relevant lecture notes, reading assignments and other supporting evidence with which to illustrate their reasoning). I suggest that

students who are disappointed re-examine their assignment or syllabus instructions carefully. If the requirements are not satisfied, there is no basis for a complaint.

Georgia Tech Honor Code

Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;

Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;

Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism—more on this below);

False claims of performance or work that has been submitted by the claimant;

Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;

Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;

Forgery, alteration or misuse of any institute document relating to the academic status of the student.

Additional Information on Academic Misconduct:

1. I do look for plagiarism in class assignments/papers that are handed in, and if you are caught plagiarizing you will be dealt with according to the GT Academic Honor Code.

The most common situations involving plagiarism involve (1) using cutting-and-pasting material from the internet without referencing the source, or (2) using ideas or quoting statistics from another author without properly referencing the source. For more information how to properly reference your sources, please see: <http://www.honor.gatech.edu/resources/plagiarism.html>.

2. Unauthorized use of any previous semester course materials, such as tests, quizzes, written assignments, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the GT Academic Honor Code.

For any questions involving these or any other Academic Honor Code issues, please consult me, or www.honor.gatech.edu