



Georgia Tech  
Scheller College  
of Business



## MGT 3101: Introduction to Organizational Behavior

Section A: Monday/Wednesday | 9:30AM – 10:45AM | Scheller 202  
Section B: Monday/Wednesday | 3:30PM – 4:45PM | Scheller 222  
Section C: Monday/Wednesday | 12:30PM – 1:45PM | Scheller 203



Do not distribute or post

# COURSE INFORMATION



## INSTRUCTOR

Hi. I'm Professor Herrison Chicas. But you can just call me Chicas. I'm an Assistant Professor of Organizational Behavior here at GT's Scheller College of Business, where I study intergenerational behavior, narrative identity, and diversity and immigration.

## CONTACT

Email: [herrison.chicas@scheller.gatech.edu](mailto:herrison.chicas@scheller.gatech.edu)  
Office Hours: By appointment via [Calendly](#)

## CLASS SCHEDULE/LOCATION

Section A: M/W 9:30 am - 10:45 am in Scheller 202  
Section B: M/W 3:30 pm - 4:45 pm in Scheller 222  
Section C: M/W 12:30 pm - 1:45 pm in Scheller 203

## MESSAGE FROM THE INSTRUCTOR

"Crazy times", we said in unison. We had spent the whole car-ride venting about the growing inequities, the international wars, and the global political polarization. By the time we arrived at my house, my Uber driver and I had also arrived at the same conclusion—we are truly living in unprecedented times. *Crazy times*. I know this. The stranger that gave me a ride home knows this. You know this. We all know this!

It is no wonder, then, that we feel exhausted, anxious, and even hopeless at times. And if you, like me, are feeling any of these emotions, you are not alone. As we navigate through the uncertainty this semester, I want us, above all else, to show compassion to ourselves and our classmates.

I equally want us to ask two questions throughout this class: 1) what are our current leaders/organizations doing wrong? (And why?) And 2) how can we fix it? These unprecedented times provide us with real-world challenges in real-time; and this class will equip you with leadership knowledge and skills that I hope will serve your personal and professional life now and for many years to come. You, the future leaders of business and the world, give me hope that someday that inequities will lessen, these wars will end, and that organizations can run more cohesively.

And that chitchats with Uber drivers will be more about the weather and less about global crises. Haha.

I look forward to embarking on this journey with you this semester! We will get through it together.

Herrison Chicas

**SYLLABUS CHANGES:** The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

# COURSE DESCRIPTION & OBJECTIVES

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Welcome to MGT 3101! I am looking forward to getting to know you this semester. The goal of this course is to improve your effectiveness as a leader, manager, and teammate. Many students tend to believe that their skills in finance, accounting, marketing, operations, and strategy are the most important factors in their career success. This is short-sighted. The technical skills you learn in school, while valuable, will be useless unless one of two things happens: 1) you are able to do absolutely everything alone, without ever dealing with another human being or 2) you have learned how to deal with human beings effectively. In your careers, you will depend on people to accomplish tasks, goals, and projects; you will need to work for other people, work with other people, and supervise other people. If you think this is an easy task, consider the fact that half of working professionals have quit a job because of a bad boss (Harter & Adkins, 2015). The people and the companies that are most successful are those that realize that there are better and worse ways of dealing with human beings, and become adept at managing their interactions with others.

This is why the field of Organizational Behavior (OB) exists. A little bit of insight into human thought and behavior—and the unique ways in which these operate in business settings—can elevate you from technician to savvy leader. This course examines OB at three levels: individual, groups/teams, and organizational. By leveraging the best insights of psychology, sociology, and economics, you can become a compelling leader and a force for positive change in any workplace.

Throughout our semester I will frequently ask you to think about how course principles can be applied not merely for economic profit but for the betterment of society. I will ask you to take an expansive view on who might be affected by decisions that take place within organizations, and will challenge you to think carefully about the moral implications of different courses of action. While the “betterment of society” may seem like an ambiguous concept, the 17 Sustainable Development Goals (SDGs) put forth by the United Nations provide a fairly concrete guide for the ways in which people can be helpful to the world. These goals were adopted by all U.N. member states in 2015 and reflect priorities that have near universal resonance. They can be found [here](#). In your group project this semester, you will be asked to tackle a management challenge that is related to one or more of the SDGs. This will give you practice at thinking about larger social implications as you employ the principles of this course.

The course is designed to accomplish three main goals:

1. Increase your knowledge of OB concepts so that you can understand and analyze how organizations, and the people within them, function.
2. Provide you with opportunities to apply OB concepts to real-world problems faced by both employees and managers.
3. Develop your leadership and management potential. Effective leaders often manage people and information to accomplish organizational goals under conditions not entirely in their control. Leaders should be able to diagnose problems, communicate clearly, make effective decisions, motivate and influence others, manage diversity, and drive organizational change.

# COURSE MATERIALS

It is important that you have completed all assignments & reading thoroughly before class on the day shown in the schedule, unless otherwise noted. We may not have time to talk about every detail of the reading/listening you just completed prior to class; however, they will aid your understanding of the concepts we discuss in class and fuel more engaging class discussions.

- **CANVAS:** Canvas will be your “home base” for accessing all course materials we will use throughout the semester. This includes, but is not limited to:
  - syllabus, readings, podcasts, videos, instructions for individual assignments and team project
  - submission of individual assignments and team project
  - grade postings
  - announcements
  - other general documents related to GT and Scheller COB

**SUPPLEMENT READING** (In case you are interested in learning more about organizational behavior)

- Textbook: Organizational Behavior by McShane and Von Glinow, 9th edition

# HONOR CODE

Integrity is one of Georgia Tech’s [core values](#). According to the Academic Honor Code, “each member of [the Georgia Tech] community has the responsibility to practice the highest ethical principles and standards of conduct”. Violations of the honor code are totally inconsistent with this core value and are simply unacceptable in any form. Any violation of the honor code will result in an F in the assignment and/or the course, regardless of any other grades received.

In this class, an honor code violation would occur if you acted in any way that improperly distorts your or student’s grade or academic records. Such acts include but need not be limited to the following:

- Unauthorized Access: Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of a problem set, laboratory report, essay, examination, or other academic assignment.
- Unauthorized Collaboration: Unauthorized interaction with another Student or Students in the fulfillment of academic requirements.
- Plagiarism: Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.
- False Claims of Performance: False claims for work that has been submitted by a Student.
- Grade Alteration: Alteration of any academic grade or rating so as to obtain unearned academic credit.
- Deliberate Falsification: Deliberate falsification of a written or verbal statement of fact to a Faculty member and/or Institute Official, so as to obtain unearned academic credit.
- Forgery: Forgery, alteration, or misuse of any Institute document relating to the academic status of the Student.
- Distortion: Any act that distorts or could distort grades or other academic records.

If any part of this honor code statement is not clear, ask me for clarification or consult the [Academic Honor Code](#).

# GRADING

## POINTS BREAKDOWN

Your final grade in this course will be based on the following graded assignments, which represent a total of 500 possible points:

Assignments	Points Possible	Percent of Grade
Research Requirement	25 points	5%
Class Attendance/Participation	50 points	10%
Quizzes	75 points	15%
Exam 1	100 points	20%
Team Video Project	100 points	20%
Exam 2	150 points	30%
Course Evaluation	5 extra points	+1%

## LETTER GRADE BREAKDOWN

Letter Grade	Points	Percent
A	450-500	90-100
B	400-449.99	80-89.99
C	350-399.99	70-79.99
D	300-349.99	60-69.99
F	Below 300	Below 60

**NOTE:** There has been a rise in “grade anxiety” among students and I therefore want to emphasize that grades are not a reflection of your worth as a person. They are simply one measure of your mastery over the specific material taught in this course. I am always excited when students dive in and work hard to learn the concepts that I teach because I believe they are important and will serve you in the future. However, my respect and care for you as my student are not contingent on how you score on assignments and exams. There is a lot of pressure on young people to excel in all areas, but you actually do not need to be perfect to have a great life. How much effort you put into this class should largely be based on your personal goals and interests. That being said, I hope you find the topics we cover as compelling, relevant, and worthy of your time as I do!

# CLASS ASSIGNMENTS

**RESEARCH REQUIREMENT (5%):** You are expected to complete 3 research credit hours over the course of the semester. There are two options for fulfilling this requirement.

1. Research Participation Option: This option involves taking part in approved academic research studies/experiments. This will involve participating in 3 studies, totaling to 3 hours of your time outside of class. Each study counts as one research credit. You will be provided with more detail about this research participation, and you will receive specific instructions for how to sign up for these studies early in the semester. Please note:
  - a. If you are in another class that has a research requirement (e.g., Marketing), then you cannot double count the studies you do for that class toward your research credit in this class.
  - b. You must complete all three studies (or the full 3 hours) offered by the OB / HR department in order to receive credit for this option. If you only do 1 or 2 studies, or participate in studies from other departments such as marketing, you will need to complete the second option (i.e. the Journal Article Review Option) for this portion of your grade.
  
2. Journal Article Review Option: This option involves writing a 2-3 page, single-spaced (Times New Roman font, 1" margins) review and critique of an academic research article. You may critique any article published in the last three years in one of the following journals: Academy of Management Journal, Journal of Applied Psychology, or Organizational Behavior and Human Decision Processes. Each review counts as one research credit. Hard copies of these journals are available in GT Library. You can also find electronic versions of the journals by searching their titles on Google Scholar, or at the GT Library E-Journal Finder link on the library's home page: <https://library.gatech.edu/>  
A review should include:
  - A statement in your own words of what you thought the author hoped to discover.
  - A brief description of the research approach that was used including the nature of the sample, the way key variables were measured, and the type of analysis used.
  - A summary of the key results of the study.
  - A description of what you think the results of the article suggest for how organizations and/or their managers might change the way they operate in the future.
  - Your overall evaluation of the article. What did you like about the article? Why? What did you not like? Why?

Thus, you can fulfill the research requirement in one of four ways: (1) Participate in 3 studies, (2) Review 3 articles, (3) Participate in 2 studies and review 1 article, or (4) Participate in 1 study and review 2 articles. If you choose to write one or more journal article reviews, please submit on the final day of classes; you can also submit these to me at any time during the semester.

**CLASS ATTENDANCE & PARTICIPATION (10%):** I believe that the best way to learn, especially about OB, is to attend and actively participate in your education. As such, I will take attendance on random class days. In this class, "participation" is defined as quality contributions to class discussion and exercises.

- Be in class! Just like you would be expected to at work, I expect you to show up. If you need to miss class for a predictable reason, please notify me at least 24 hours in advance so that I can make arrangements and help you obtain any missed material. I also appreciate advance notice if you know that you need to

arrive late or leave early on a particular day. This will not hinder your participation score unless I notice this happening frequently. Additionally, your participation grade will suffer for any unprofessional behavior you exhibit during class (such as sleeping, coming in late, walking in and out of class, constantly looking at your cell phone, conducting sidebar conversation, etc.).

- I understand that events/job interviews/illness happen. Therefore, you get two unexcused absences; this means, you can miss two days of class without penalty. After two missed days, unless I have been notified of other extenuating circumstances, absences will begin to affect your score and you may lose the entire 10%.
- Participate! Engage! Being “in-class” means more than just your physical presence; it also means that you are mentally present and engaged. Trying to contribute to the class while working on other tasks or checking e-mail, is not only difficult, it’s disrespectful to your colleagues and your instructor. Read/listen to all articles, cases, podcasts, and videos before class (see Appendix B for tips on how to prepare in-class case discussions). In order to contribute to the discussions, you must have read the cases and articles, or listened to the podcasts and videos. I will call on students during our discussion at random, so please be prepared!
  - Contribute to discussions. I will occasionally post articles or questions about relevant topics. Please feel free to engage in the discussion or post your own information related to class material or management-related experiences that you have had. This is a great opportunity to learn from each other!

The following rules of courageousness, courtesy, and professionalism apply to all forums of discussion:

- Be courageous. If you are in class and prepared, the next step is mustering the courage to speak. Everyone in this class is smart, interesting, and has unique life experiences to share. You will get the most out of this course if you share your thoughts with one another. Please participate fully in the class exercises and voice your views in our class discussions and breakouts. Make sure you ask questions about things that you don’t understand. Asking questions in class not only helps you, but it also helps your classmates. You are probably not the only one with a particular question. If you feel uncomfortable asking questions in class, please feel free to ask me after class or send me an email.
- Be courteous. The final component of successful participation is treating your classmates in a respectful and professional manner. Listen carefully to the comments and questions that your classmates voice. Also, it is perfectly acceptable for you to voice respectful disagreement with an opinion provided by another student; open debate often leads to the most thoughtful and informative class discussions. However, please voice your disagreement in a kind and considerate manner. I require that you extend these courtesies to each other.

**READING QUIZZES (15%):** We will have 5 short quizzes throughout the semester to assess your preparation and understanding of the course readings and materials. Quizzes will be on Canvas to be completed at home. Per the late policy, a 15% penalty applies for each day a quiz is late. After 3 days past the due date, late submissions are not accepted.

**EXAMS (50%):** There will be two exams that will be administered during the semester. The midterm is worth 20%, and the final exam 30%. Additionally, the final exam will not be cumulative. You are expected to know all of the information in the assigned readings as well as the information presented in class.

**TEAM VIDEO PROJECT (20%):** You will be assigned to a group of 5-7 other classmates and will work together to use the principles of this course to address a business challenge inspired by real-world problems. This project will

culminate in a final video, to be submitted at the end of the semester (no longer than 10 minutes). The skills of teamwork and teambuilding have become intertwined with the skills of leadership. Thus, the goals of this team project are twofold:

1. To prepare you for the team and group projects you will be involved in at your next internship, group organization, or job and provide you with skills and tools to enhance your team performance. Also, given the current state of the workplace, I am a strong believer of maintaining positive relationships, bonding, and interaction in whatever ways possible. Working together in a team will allow you to do this.
2. To give you an opportunity to apply your learning in a way that is meaningful to YOU. By doing so, I hope this will enhance your understanding of the course concepts.

Each team member will receive the same grade on the content/structure/creativity of the video, so it is in your interest to involve and include all team members. Present content and solutions based on material discussed in class, the readings, class discussions, or your own research as it relates to OB. Aside from covering these topics, I encourage you to be CREATIVE! For a detailed description and rubric of this assignment, see Appendix A.

**COURSE EVALUATION (+1%):** Complete the end of the year course evaluation and receive one point percent in your overall grade. Email confirmation screenshot or other substantiating evidence must be presented for credit.

# CLASSROOM POLICY

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**ATTENDANCE:** As noted, students are expected to attend all classes. I take attendance during random class days. Things come up sometimes and you may be forced to miss class. Therefore, you are permitted up to two unexcused absences before it starts to affect your participation grade. After the second missed class, your grade will be affected by any additional absences unless excused (e.g., COVID illness). If you are facing extenuating circumstances, please communicate with me and this policy may be reconsidered at my discretion.

**ACCESSIBILITY AND ACCOMMODATION:** Every student deserves the opportunity to learn in an environment that is inclusive and equitable! If you have already established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through Disability Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please contact the Office of Disability Services at 404.894.2563 or [dsinfo@gatech.edu](mailto:dsinfo@gatech.edu) or [disabilityservices.gatech.edu](http://disabilityservices.gatech.edu).

**EXAM MAKE-UPS:** No alternative exam times or make-up exams will be given. If a student demonstrates and proves an exceptional extenuating circumstance, arrangements must be made in advance of the actual exam date (at least 3 weeks ahead of time, or quickly after an emergency arises).

**POLICY FOR LATE ASSIGNMENTS:** As in the business world, work must be received on time in order to receive full credit. If you are late on an assignment (a quiz, survey submission, etc.), your grade on that assignment will be reduced by 15% for each day it is late, and after 3 days I no longer accept late assignments. You are always welcome to submit an assignment before its due date if you know that you will be busy as the due date approaches. If you think that you will not be able to complete an assignment by the stated due date, please speak with me in advance to make alternative arrangements. My policy on late assignments will depend on the specific circumstances, and thus, may differ from student to student. Providing me with advance notice about a late assignment will minimize the penalty you receive on that assignment but does not guarantee that there will be no penalty for submitting the assignment late.

**GRADE DISPUTES:** If you believe a grade you received is in error or would like clarification, you must take the following steps:

1. **Timeline:** Students have **10 calendar days** from the date the grade is posted to initiate a grade dispute.
2. **Procedure:**
  - o First, carefully review the assignment instructions, rubric, and any feedback provided.
  - o Then, schedule an office-hour meeting with me to discuss your concern. Grade disputes must be handled in person or via a scheduled Zoom call; emails alone will not suffice.
3. **Formal Question/Complaint:** At the meeting, be prepared to clearly state your specific question or concern regarding the grade. I will review the assignment and provide an explanation or, if warranted, make an adjustment.

After the 10-day window, grades are considered final and will not be revisited except under exceptional circumstances.

# DIVERSITY STATEMENT

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make our classroom and learning environment an inclusive space for all students. I expect that you will do the same. Please let me know if there is anything I can do to improve; I appreciate suggestions.

# WELLNESS STATEMENT

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities.

Recognizing the signs and symptoms of mental or emotional health concerns can help you or others to seek care that can help. Here are some signs that may be reasons for concern:

1. Feeling hopelessness, worthlessness, depressed, angry or guilt
2. Withdrawal from friends, family, and activities that used to be fun
3. Changes in eating or sleeping patterns
4. Feeling tired or exhausted all of the time
5. Trouble concentrating, thinking, remembering or making decisions
6. Restlessness, irritability, agitation or anxious movements or behaviors
7. Neglect of personal care
8. Reckless or impulsive behaviors (e.g., drinking or using drugs excessively or being unsafe in other ways)
9. Persistent physical symptoms (e.g., headaches, digestive problems or chronic pain) that do not respond to routine treatment
10. Thoughts about death or suicide\*

Do your best to take care of yourself and begin (or maintain) a healthy lifestyle this semester by eating well, exercising, maintaining a healthy and responsible relationship with alcohol and prescribed drugs, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress effectively.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of your academic experience is learning how to ask for help. Asking for support sooner rather than later can be the key to bouncing back and thriving through the remainder of the academic year. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Please reach out to one of the following resources for support:

Center for Mental Health Care & Resources Location: Smithgall Hall, Ste 238 Office Hours: 8:00a – 5:00p Phone: 404-894-2575	National Crisis Hotlines National Suicide Prevention Lifeline: 988 Crisis Text Line: Text 741741
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\* If you or someone you know is experiencing thoughts about death or suicide, please reach out for assistance immediately. Please contact Center for Mental Health Care. If you or the person you are concerned for is uncomfortable with speaking to someone in Center for Mental Health Care, please reach out to one of the national crisis hotlines listed above immediately.

# SCHEDULE

DAY	DATE	TOPIC	ASSIGNMENT DUE
Monday	Aug 24	Introduction to OB	<ul style="list-style-type: none"> <li>Read Syllabus</li> </ul>
Wednesday	Aug 26	Human Behavior & Processes: Personality & Values	<ul style="list-style-type: none"> <li>Read <a href="#">How to Email Your Professor</a></li> <li>Watch <a href="#">Ted Talk   Susan Cain: The Power of Introverts</a> [18 min]</li> <li>Complete Quiz 1</li> </ul>
Monday	Aug 31	Human Behavior & Processes: Perception	<ul style="list-style-type: none"> <li>Complete 'Challenge Choice for Team Project Survey'</li> </ul>
Wednesday	Sept 2	Human Behavior & Processes: Attribution & Decision Making	<ul style="list-style-type: none"> <li>Watch <a href="#">The Invisible Gorilla</a> [5 min]</li> <li>Listen: <a href="#">Freakonomics   How to Be Less Terrible at Predicting the Future</a> [52 min]</li> </ul>
Monday	Sept 7	<b>NO CLASS: LABOR DAY</b>	
Wednesday	Sept 9	Human Behavior & Processes: Emotions & EQ	<ul style="list-style-type: none"> <li>Read HBR   "The Contagion We Can Control"</li> <li>Listen: <a href="#">WorkLife   Faking Your Emotions at Work</a> [33 min]</li> </ul>
Monday	Sept 14	<b>TEAM PROJECT DAY</b>	
Wednesday	Sept 16	Human Behavior & Processes: Job Satisfaction	<ul style="list-style-type: none"> <li>Read "Treadway Tire Company" Case</li> <li>Complete Quiz 2</li> </ul>
Monday	Sept 21	Human Behavior & Processes: In Action	
Wednesday	Sept 23	Motivation: Expectancy Theory	<ul style="list-style-type: none"> <li>Read "Hummingbird Health"</li> </ul>

Monday	Sept 28	Motivation: Goal Setting Theory	<ul style="list-style-type: none"> <li>Read “Using Stretch Goals To Promote Organizational Effectiveness And Personal Growth”</li> <li>Complete Quiz 3</li> </ul>
Wednesday	Sept 30	<b>EXAM I</b>	
Monday	Oct 5	<b>NO CLASS: FALL BREAK</b>	
Wednesday	Oct 7	Motivation: Equity Theory	<ul style="list-style-type: none"> <li>Read “Organizational Justice: Typology, Antecedents and Consequences”</li> </ul>
Monday	Oct 12	Motivation: Job Design Theory	<ul style="list-style-type: none"> <li>Team Photo</li> <li>Watch <a href="#">Ted Talk   Dan Pink: The Puzzle of Motivation</a> [19 min]</li> <li>Read HBR   “Why Incentive Plans Cannot Work”</li> </ul>
Wednesday	Oct 14	Team Processes: Team Development	<ul style="list-style-type: none"> <li>Read “Mount Everest—1996” Case</li> <li>Complete Quiz 4</li> </ul>
Monday	Oct 19	Team Processes: Team Properties	<ul style="list-style-type: none"> <li>Read NYT   “Why Some Teams Are Smarter Than Others”</li> </ul>
Wednesday	Oct 21	Team Processes: Communication	<ul style="list-style-type: none"> <li>Watch <a href="#">Ted Talk   Celeste Headlee: 10 Ways To Have A Better Conversation</a></li> <li>Read “How To Build Your Network”</li> </ul>
Monday	Oct 26	Team Processes: Power & Influence	<ul style="list-style-type: none"> <li>Read “Thomas Green: Power, Office Politics and a Career in Crisis” Case</li> <li>Complete Quiz 5</li> </ul>
Wednesday	Oct 28	Team Processes: Diversity & Inclusion	<ul style="list-style-type: none"> <li>Read HBR   “Why Diversity Programs Fail [And What Works Better]”</li> </ul>
Monday	Nov 2	Team Processes: Culture	<ul style="list-style-type: none"> <li>Read HBR   “When Culture Doesn’t Translate”</li> </ul>

Wednesday	Nov 4	Team Processes: Leadership	<ul style="list-style-type: none"> <li>Read <a href="#">McKinsey Quarterly   The boss factor</a></li> </ul>
Monday	Nov 9	Team Processes: In Action	
Wednesday	Nov 11	<b>TEAM PROJECT DAY</b>	
Monday	Nov 16	Organizational Structure	<ul style="list-style-type: none"> <li>Read HBR   Beyond the Holacracy Hype</li> <li>Team Photo</li> </ul>
Wednesday	Nov 18	Organizational Culture	<ul style="list-style-type: none"> <li>Read <a href="#">Fast Company   Why MailChimp Doesn't Let New Hires Work For Their First Week</a></li> <li>Listen: <a href="#">How I Built This   Patagonia: Yvon Chouinard</a></li> </ul>
Monday	Nov 23	Organizational Change	<ul style="list-style-type: none"> <li>Watch <a href="#">Business Insider   The Rise And Fall Of Blockbuster</a> [9 min]</li> <li>Read HBR   Why Employees Resist Change?</li> </ul>

Wednesday Nov 25 **NO CLASS: FALL BREAK RECESS**

Monday	Nov 30	<b>TEAM PROJECT DAY</b>	
Wednesday	Dec 2	<b>TEAM PROJECT DAY</b>	
Monday	Dec 7	Final Exam Review	<ul style="list-style-type: none"> <li>Complete Team Project &amp; Team Evaluations</li> <li>Complete Research Reviews (if missing research requirement)</li> <li>Complete Course Evaluation (send screenshot of completion)</li> </ul>
Final	Dec 10-17	<b>FINAL EXAM</b> Section A: Friday, Dec X at X:00AM-X:00AM Section B: Wednesday, Dec X at X:00PM-X:00PM Section C: Friday, Dec X at X:00AM-X:00PM	

# APPENDIX

## A. TEAM VIDEO PROJECT

**OVERVIEW:** The purpose of the capstone project is for you to apply what you have learned in MGT 3101 to a real-world business challenge. Each challenge (listed below) is based on actual problems that organizations and/or society are facing. This project is intended to show you how you can use your management and leadership skill set to advance the Sustainable Development Goals put forth by the United Nations. Along with your teammates (4-7 other people in your class), you will be assigned to a challenge (taking into account your preferences) and will develop a plan that would help address that challenge using at least 3 class concepts. You will create a video with specific recommendations about what management tools/practices should be implemented to tackle this challenge.

**CHALLENGES:**

*I will administer a survey where you can indicate your top 3 choices among the following options.; I will then assign teams. If I don't hear from you, I will randomly assign you to a team and challenge.*

**CHALLENGE #1: INSPIRING NEURODIVERSITY IN THE WORKPLACE**

**RELATED MILLENNIUM DEVELOPMENT GOAL:**

Reduced inequalities, decent work and economic growth

**DESCRIPTION:**

In the United States, approximately 1 in 54 children are diagnosed with autism (source: Autism Speaks). Autism is a condition that is associated both with unique challenges as well as unique gifts. One of the challenges of autism is that it can make communication with neurotypical individuals more difficult. Among adults with autism, only 15% work full-time (source: researchautism.org). It is common for individuals with autism to be passed over for roles, to feel alienated in the workplace, or to be fired without explanation. Your mission in this challenge is to imagine that you are the Director of Human Resources for a growing biotech company. You recognize the moral importance of embracing a diverse workforce, as well as the unique gifts that individuals with autism could bring to your company (e.g., people with autism are often gifted at managing details and logical thinking, which are assets in your sector). Your task is to develop a company-wide program to increase the recruitment and retention of a neurodiverse workforce. Think about the entire process, from the very first contact a person might have with the company (e.g., the job posting) to what it's like once they are inside the company (e.g., the culture). How might these elements be altered to foster more neurodiversity? Here are some questions to stimulate your thinking (though you don't need to explicitly address all of them in your video): What makes it difficult for people on the autism spectrum to secure and maintain employment? What changes might be needed to typical recruitment, onboarding, and evaluation processes etc. so that both people with autism and people without autism could be successfully employed at this organization? What talents do individuals on the spectrum bring to the table, and how might you ensure that they can use those talents within your organization? What cultural changes might need to occur within the company to ensure that it is inclusive (and what role do neurotypical employees play in your plan?)? What teamwork challenges might arise in neurodiverse teams? How do you plan to address any resistance you might face with this initiative?

**Possible 405 themes to draw from (these are just ideas- you can choose others!):**

Culture/socialization, Job Design, Persuasion Tactics, Power, Teamwork, Emotion/Affect, Social Capital, Organizational Change

## **CHALLENGE #2: MAKING BAD JOBS BETTER - REDUCING TURNOVER IN FOOD SERVICE**

### **RELATED MILLENNIUM DEVELOPMENT GOAL:**

Decent Work and Economic Growth, No Poverty

**DESCRIPTION:** The food service industry has one of the highest turnover rates among all job sectors. Fast food workers in particular are known to suffer from low pay, unpredictable hours, and lack of upward mobility and benefits. Tasks can be repetitive and boring. Moreover, fast food workers often experience disrespect from other members of society. Imagine that you are the manager of a fast food restaurant that is part of a nationwide chain. The food you sell is priced for the masses (think: McDonald's), so profit margins are slim. Your task is to develop a plan using MGT 3101 concepts that would help reduce employee turnover and improve employee morale. It's a plan that you can roll out in your own locale first, but part of your plan may include pitching your ideas to the CEO so that they use them in restaurants across the nation. Success to you would be having the lowest turnover rate among large fast food chains and happy employees, while still having a viable business model. Here are some questions to stimulate your thinking (though you don't need to explicitly address all of them in your video): Why do people leave fast food jobs so frequently? What about these jobs makes them unpleasant? Is there anything that a manager could do at the individual, organizational, or cultural level that could inspire people to stay in these jobs? What kind of resistance might you face in attempting to improve these jobs, and how would you address it?

**Possible 405 themes to draw from (these are just ideas- you can choose others!):**

Job Design, Incentives/Motivation, Culture/Socialization, Organizational Change, Persuasion Tactics

## **CHALLENGE #3: DESIGNING A FAIR, EQUITABLE, AND SUCCESSFUL VACCINATION DISTRIBUTION PLAN**

### **RELATED MILLENNIUM DEVELOPMENT GOAL(S):**

Good Health & Well-being, Reduced Inequalities, Peace, Justice, & Strong Institutions

**DESCRIPTION:** The world was recently beset with a global pandemic. Scientists worked to rapidly develop an effective COVID-19 vaccine to prevent further death and transmission, but the rollout of the vaccine suffered from two major critiques: First, many complained that the distribution of vaccinations was unfair: The wealthiest nations tended to receive vaccinations first, even before the most at-risk members of poor nations had received theirs. Even within wealthy nations, obtaining a vaccine often required signing up online, which many older adults or those living in poverty struggled to do. Second, vaccination rates in many parts of the world were low due to distrust in the efficacy of the vaccine. In this challenge, imagine that you are a director at the United Nations and have been entrusted to spearhead a global vaccine roll-out initiative. Rather than having individual countries pay for vaccines (giving wealthy countries an advantage), imagine that the world instead has decided that vaccination should be a multinational cooperative effort. It is your job to develop a plan to distribute vaccines in a way that is perceived to be fair and effective. How would you go about designing such a plan? Here are some questions to stimulate your thinking (though you don't need to explicitly address all of them in your video): From whom might you solicit input? Whose voices should you pay attention to? How would you determine what is fair? How might you persuade the general public that the vaccine is effective? How might you motivate people to get the vaccine? What management-related challenges might you face in implementing your plan, and how might you overcome them?

**Possible 405 themes to draw from (these are just ideas- you can choose others!):**

Ethics/Justice, Persuasion Tactics, Leadership, Group Decision-Making

## **CHALLENGE #4: ENCOURAGING HOSPITAL PATIENTS AND EMPLOYEES TOWARD PLANT-BASED EATING**

### **RELATED MILLENNIUM DEVELOPMENT GOAL(S):**

Health and Well-being, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land

**DESCRIPTION:** Researchers recently estimated that "A global switch to diets that rely less on meat and more on fruit and vegetables could save up to 8 million lives by 2050, reduce greenhouse gas emissions by two thirds, and lead to healthcare-related savings and avoided climate damages of \$1.5 trillion" ([Oxford Martin, 2016](#)). Imagine

that you are the Director of Patient Services for a large hospital system in Georgia, and you find this data compelling. You have a personal interest in doing your part to address climate change, and you also recognize that getting patients and employees to eat more plant foods may advance the hospital's mission to promote human health (see: Greger, 2015). You are interested in getting *everyone* (doctors, staff, patients, and visitors) to eat more plants, but your formal role is to oversee patient care. You can assume that some of your patients are in-patient (i.e., they stay at the hospital overnight and eat the meals the hospital provides) and others are out-patient (meaning they eat at home). Your challenge is to develop a plan that would lead to increased plant intake (fruits, vegetables, whole grains, nuts/seeds, etc.) among as many people connected to the hospital as possible. Here are some questions to stimulate your thinking (though you don't need to explicitly address all of them in your video): What tactics might you use to overtly or covertly increase the consumption of plant foods? What strategies might you encourage doctors and nurses to use with their patients to motivate them eat more plants when they eat at home? What design changes might foster more plant-based eating for people who work, stay, or visit the hospital and use the cafeteria? What challenges might you run into as you try to implement this program and how might you overcome them? How would you address resistance from patients, employees, and other visitors to the hospital who really just want to eat a juicy hamburger? Do you think it would be a good idea in this case to use external incentives to motivate more plant-based eating? Are there ways that plant-based eating can become part of the culture of the hospital? Why might people dislike this initiative, and how might you be able to get them on board?

**Possible 405 themes to draw from (these are just ideas- you can choose others!):**

Motivation, Job Design, Persuasion Tactics, Culture/socialization, Fairness/justice, Organizational Change

#### **CHALLENGE #5: ADDRESSING POLITICAL POLARIZATION AT THE LOCAL LEVEL**

##### **RELATED MILLENNIUM DEVELOPMENT GOAL(S):**

Peace, Justice, & Strong Institutions, Sustainable Cities and Communities

**DESCRIPTION:** The U.S. is currently experiencing high levels of political polarization. People and politicians on opposite sides of the political spectrum are struggling understand one another and work together. Moreover, there has been a tendency for people to dehumanize those who disagree with them on a range of social and economic issues. Tensions are high, and debates are emotionally charged. In this challenge, imagine that you are the president of a Neighborhood Association Board that represents politically diverse residents. Members of the board have been debating about what reforms they would like to see in their local community. They have been unable to reach an agreement and debates have reached high levels of intensity. Your job is NOT to resolve local issues single-handedly. Rather, your job as their leader is to establish a set of ground rules and develop a plan of engagement based on MGT 3101 principles that would give the divided neighborhood the BEST chance at reaching a decision about how to handle their local issues in a way that residents and board members feel is fair. Here are some questions to stimulate your thinking (though you don't need to explicitly address all of them in your video): Why is it frustrating and even threatening to talk with people who are politically different than us? How might meetings be structured to ensure that they are productive and peaceful? What communication rules might help the group reach the best possible decisions? What experiences or exercises might a person be able to implement that would help a divided team become more empathetic and cooperative with one another? What kinds of conflict should be avoided, and what kinds of conflict should be embraced? How can you ensure that people feel comfortable sharing ideas, even if they are unpopular? What can you do as a leader to steer the Board away from groupthink or gridlock? How might a culture of cooperation be established within the Neighborhood Association? What challenges are you likely to face in this initiative, and how will you address them? Why might some people be dissatisfied with any form of compromise? How would you address such resistance?

**Possible 405 themes to draw from (these are just ideas- you can choose others!):**

Conflict & Justice, Socialization/Culture, Emotion/Affect, Power, Group decision-making, Leadership, Persuasion tactics, Social Capital, Networking

**FORMAT:** Team projects will be completed in teams of 5-7 students (i.e., co-workers) and will culminate in some sort of video presentation deliverable. This video should be no longer than 10 minutes. There is no specific format for the video—you can simply present video/narrated slides, act out scenarios, do mock scenarios with stakeholders within the entire organization, and more. Anything goes, as long as you demonstrate an effort to design solid OB practices that are justified. There will be an assignment upload link on Canvas on the due date listed in the course schedule.

**DETAILS AND CONTENT OF DELIVERABLE:** For your project, you must:

- Use at least 3 class concepts
- Video cannot be more than 10 minutes

Be creative and have fun with this project! :)

**GRADING RUBRIC:** You will be graded on coverage of the topics, quality of the information and justifications provided based on theory or empirical findings, inclusion of relevant course material and readings, and general presentation style. The team project is worth 100 points, broken down as follows:

30 Points: Overall Content

- Did you integrate your understanding of the course concepts?
- Did you rely on management past research (as reflected in the readings and lecture notes) to justify your plan/choices/implementation appropriately?
- If your challenge has potential drawbacks (based on what you've learned from class or experienced yourself), did you acknowledge those obstacles and suggest ways of alleviating/managing them?
- Were your plans/implementation comprehensive, with as much richness and detail as possible?

30 Points: Structure, Appearance and Professionalism

- Was your style professional?
- Was your video well-done and easy to follow?
- Was the structure of your video reasonable and well-organized?
- Was your video the proper length (not too long or too short)?

30 Points: Creativity/Effort

- Did you do something creative that makes your video stand out and be remembered?
- How inventive were your ideas and the context?
- Essentially, every team will start with an average creativity score; if I think your project really went above and beyond, you will earn the max amount of points. I am not expecting Broadway-level productions this semester, but I am looking to see that you've put thought into tackling your challenge with an innovative plan and delivered the idea in an innovative way.

10 Points: Group Evaluation Survey

- Complete the group evaluation and provide feedback to your “co-workers”, which they will anonymously receive to help them in future group projects. A link to complete this assessment will be provided to you at the end of the semester, after you submit your team projects.
- You will receive all points as long as you complete the assessment and provide feedback to each of your peers.

## B. TIPS FOR IN-CLASS CASE DISCUSSIONS

### OVERALL:

- Case studies are used to teach students how to assess situations in organizational settings and make decisions based upon those assessments.
- A case study is a detailed account of challenges or problems confronted by a company, industry, person, or project over a specific time. The content of a case study typically addresses a specific situation, and may include information about company objectives, strategies, challenges, results, recommendations, and more.
- You can find all of the information in the case documents; it is not necessary to consult additional sources or seek additional information on the organization, industry, or context of the cases, unless otherwise instructed.
- To prepare the case, start by skimming it, to orient yourself to the case content, layout, and exhibits. Then, when you read more carefully, always make sure you focus on: (1) the issues relevant to the subject of the session in which the case will be discussed (i.e., if I assigned the case for a leadership session, focus on leadership issues) (2) the specific questions I outlined for the case.
- People often cite the “idiocy” of the decision-makers who “should have known better” in explaining the events described in a case. They often berate the character of people described in the case or the stubbornness of middle managers who fail to implement important innovations. These “targetcentered” explanations tend to provide nothing more than an over simplified and inaccurate analysis of the events. Your task is not to find “who to blame.” Useful explanations are usually systemic rather than focus on individual actors.
- It is rarely, if ever, the case that a single cause fully explains complex organizational changes, successes, and failure. Thus, your task is not to identify the single, most important explanation for the events. Rather, your job is to view these events through the lens of a management and organizations scholar, and ask, what broader processes are occurring here?
- I ask you to view the case from the perspective of a management and organizational scholar. This is not to say that there are no other lenses through which you can view cases. Indeed, other professionals might offer different insights about the case (e.g., finance, marketing, etc.). These perspectives – while informative – are outside the scope of this class.

### GOOD QUESTIONS TO ASK WHEN PREPARING FOR A CASE DISCUSSION:

- What is occurring (i.e., what is the problem or challenge)? There could be many problems, focus on the most relevant ones. Choose the ones corresponding to the subject under which the case is located in the syllabus. State problems clearly and support them with evidence from the case. Don't just describe the case; describe relevant facts that justify the problems you chose.
- Why is it occurring (i.e., what is the cause)? There could be multiple causes. Choose the ones you think are most important. Focus on a small number of causes and explain them well, using class concepts and supporting them with theory and evidence from the case, where relevant. I would rather you give a deep explanation of one theory or concept than “throw” out every concept you can think about.
- What would you suggest/do? You should connect this to the problem you identified. There are many things one can do, but if you talked about a problem or a challenge, make it clear what actions relate to what problems! More importantly, WHY would what you suggest solve the problem? Here again, use class concepts. So, say you are suggesting giving employees' opportunity to voice their concerns and provide input into a decision. This is not enough. How do you define voice? What is this voice going to do? And why (because research or theories we covered in class suggest what...?)