

MGT 3101: Organizational Behavior

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Office Hours: 9/16, 10/28, 11/16, & 12/7 or by appointment

Course Web: Canvas @ GT

Course Meeting Information: Section D: M/W 9:30-10:45 SCOB 103

Section E: T/TH 11:00-12:15 SCOB 103

TAs: 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-Section #**” 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

- Colquitt, J. A., LePine, J. A., & Wesson, M. J. *Organizational behavior: Improving performance and commitment in the workplace.*
- Readings and case studies (on Canvas)

**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.
- This class is “unplugged.” Once class commences, all electronics (e.g., computers, cell phones, tablets, pagers, etc.) should be turned off and put away OUT OF SIGHT. If you need to use a device because of a language or disability issue, you need to secure permission at the beginning of the class.

**Students who are in class but detract from it (e.g., the violation of course policies including laptop and cell phone misuse, chatting with friends, studying or doing homework for other courses, arriving at class late & leaving class early, leaving without permission, making comments and behaviors that are disruptive etc.) 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 (700)</i>	Points
Class Participation: 1) Case Memos & 2) Journals	350
3 Tests	300
Research Participation	50
<i>Learning Team Performance (300)</i>	
Case Presentation	100
Final Project Presentation & Participation	200

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. Class attendance is required. You are expected to attend every class, arrive on time, and sign the attendance sheet.

**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 active student involvement. Each class includes discussion that requires preparation and attendance. You may be called on, including cold-calling, to contribute. Case memos and journals are used to track attendance and encourage participation.

- **Journals (200 points):** At the end of each class, the instructor will typically provide approximately 10 minutes for students to reflect on the material covered and record their thoughts in a journal. If time is insufficient, students are expected to complete their journal entries after class. Key areas to address include what you learned, what surprised you, new information that may benefit your future career, and/or content that contradicts or aligns with your personal experience in organizations (e.g., with peers, leaders, etc.). **Journal entries should be approximately one page in length (500-600 words; typed, single-spaced, 11-point font size, and 1-inch margins all around).** Students are expected to reference specific terms, concepts, and theories in their reflections. **You are required to submit 8 of the 10 assigned journals via Canvas under "Journal" by 11:59pm on the days the journals are assigned (refer to the course schedule for details).** Journals will be graded based on both quality and quantity (Pass: 25 points, Nonpass: 1 point for attendance). **Late journals will not be accepted.**
- **Case Memos (150 points):** At the beginning of case discussion, the instructor gives students 5 minutes to prepare for the case discussion with your team members based on their individual memos. **Please bring a hard copy of a one-page case memo (500 – 600 words; typed, single-spaced, 11-point font size, and 1 inch margins all around) to the beginning of each class that includes "CASE" reading assignments.** You should choose one (or more) case question(s) from the case Qs (or create your own questions) and answer the Qs based on your ideas. **You are required to submit 6 of the 7 assigned case memos via Canvas under "Memo" before the corresponding case presentation begins (Section D: 9:30am; Section E: 11am).** **Your case presentation will count as your memo, so you do not need to submit a separate memo when you present your case.** Case memos will be graded based on both quality and quantity (Pass: 25 points, Nonpass: 1 point for attendance). **Late memos and email submissions will not be accepted.**

***Perfect attendance & outstanding class participation:** Students who demonstrate **perfect attendance and outstanding class participation** receive a **1% upward adjustment** to their final course grade. To be considered for this adjustment, a student must:

- Attend all class sessions
- Submit all case memos and journal entries on time
- Actively engage in class discussions by making frequent, thoughtful contributions—such as integrating multiple topics, raising insightful questions, and sharing relevant personal or professional experiences

***Falsifying attendance records:** Do not submit memos or journals for classes you did not attend. Submitting work while absent constitutes falsification of attendance records.

Students found doing so will:

- Lose 50% of their class participation points (i.e., 175 points) & Be ineligible for extra credit opportunities
- Be referred to the OSI for further review and potential disciplinary action & Be asked to leave the class

Three Exams (300 points): The exam will assess your understanding of the course material, including all readings (Chapters 1–7 [Justice/Ethics sections], 9–11, 13, and 14, as well as cases) and class discussions. The exams consist of 50 multiple-choice questions in total, distributed as follows: Test 1 – 15 questions, Test 2 – 16 questions, and Test 3 – 19 questions. These questions are designed to evaluate your comprehension of the course content. Examples of exam questions will be provided at the end of each lecture. **This exam is closed book, closed notes, and closed everything—except for one double-sided cheat sheet (8½" × 11").** You may write or print anything you want on the cheat sheet; however, since this is an individual assignment, you must prepare your own sheet without collaborating with others. **You are required to bring your laptop and a hard copy of your one-page cheat sheet on test days and submit the cheat sheet after completing the test.** If you do not have access to a laptop, please email the TA and instructor in advance, and we will provide a hard copy version of the exam.

Research Participation (50 points): Specific guidelines will be handed out and discussed during the first or second class.

Extra Credit Activities: 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 (200 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.

Date	Topics	Readings	Annotation/Assignment Due Dates
Section 1: Overview & Individual Outcomes			
8/24	Course introduction	Syllabus	<i>Student Consent Form (Complete by 8/30 11:59pm, Canvas)</i> <i>Learning Team Formation (Complete by 8/30 11:59pm, Google Doc)</i>
8/26	What is OB? Movie: Moneyball		Journal 1 (Lessons from Moneyball) (Due 11:59pm)
8/31	Introduction to OB: What is OB?	Ch. 1	Case Memo 1(Introduce Yourself) (Due 930am & 11am) Journal 2 (Due 11:59pm)
9/2	Introduction to OB: Evidence-Based Management	Ch. 1	Journal 3 (Due 11:59pm) 9/7 Official institute holiday: Labor Day
9/9	Job Performance	Ch. 2	Journal 4 (11:59pm)
9/14	Organizational Commitment	Ch. 3	Journal 5 (11:59pm)
9/16	Introductory Team Meeting: Exchange contact details and discuss meeting schedule with team members *Q&A Session (#4305 1000-1130)*		
9/21	Test 1 -Section D: 940-1040 -Section E: 1110-1210		<i>The test starts at 9:40 (11:10). Make sure you're in class by 9:30 (11:00)</i>
9/23	Section 1 Integrative Case Presentation: DEEPMIND SEXUAL ASSAULT ALLEGATIONS		Case Memo 2 (9:30am or 11am) Section 1 Memo/Journal Grade Posting (by 9/28)
Section 2: Individual Characteristics, Team, and Organizational Mechanisms			
9/28	Personality, Cultural Values, & Intelligence	Ch. 9&10	Journal 6 <i>Please complete the Big 5 personality test before class</i>
9/30	Case Presentations	-PepsiCo	Case Memo 3 10/5 Fall Break
10/7	Teams & Team Diversity (Desert Survival Exercise)	Ch. 11(&12 Skim through)	Journal 7

10/12	Desert Survival Discussion & Case Presentations	-Microsoft	Case Memo 4
10/14	Leadership (Movie: Jobs)		
10/19	Leadership	Ch. 13&14	Journal 8
10/21	Case Presentations	-Apple -Space X (if nec)	Case Memo 5
10/26	Test 2 -Section D: 940-1040 -Section E: 1110-1210		<i>The test starts at 9:40 (11:10). Make sure you're in class by 9:30 (11:00)</i>
10/28	*Q&A Session (#4305 1000-1130)* Final Project Kick-Off Meeting		Final Project 1-page Proposal (Due 11/1 11pm) Extra Credit Work (Due 11/1 11pm) Section 2 Memo/Journal Grade Posting (by 11/2)
Section 3: Individual Mechanisms			
11/2	Job Satisfaction & Stress	Ch. 4 & 5	Journal 9
11/4	Case Presentations	-Hilton -Google	Memo 6 Final Project Presentation Schedule Posting
11/9	Motivation	Ch. 6 & 7 (Ch7:Justice/Ethics)	Journal 10
11/11	Case Presentations	-Netflix -Amex	Memo 7 Section 3 Memo/Journal Grade Posting (by 11/16)
Section 4: Apply OB concepts to real-world problems & test your knowledge			
11/16	Final Project Workday *Q&A Session (#4305 1000-1130)*		Final Project Due (11/17 11pm)
11/18, 23, 30, & 12/2	Consulting Project Presentations		There will be three consulting project presentations each day.
12/7	*Q&A Session (#4305 1000-1130)		Consulting Project Presentations (if nec)
Final Test	Section D (Class Time 930-1045) → TBA Section E (Class Time 1100-1215) → TBA		

*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 electronics (e.g., computers, cell phones, tablets, pagers, 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 & *Be ineligible for extra credit opportunities*
- 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.*

The Use of Artificial Intelligence

There has been an increase in artificial intelligence tools (e.g., ChatGPT) that can make completing work easier. While using these tools for your tasks is permitted, their use is subject to GT policies regarding plagiarism and academic dishonesty. For example, **students must clarify how they utilized AI tools to complete their coursework.**

Late Work (Except for Class Participation: Memo/Journal & Extra Credit 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).

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