



## QST OB 221: THE DYNAMICS OF LEADING ORGANIZATIONS & PEOPLE

### Course Materials

Textbook: McShane, S. & Von Glinow, M. A. (2018), *Organizational Behavior* (8<sup>th</sup> ed.). New York: McGraw-Hill Education (*buy/borrow/rent; can be customized OB221 version or standard version*)

TLA: Same login and account as for SM131

**Note: You may borrow, rent, or buy the textbook as long as it is the 2018 version.**

### Prerequisites

Sophomore standing; passing grade in SM131 and FE101

### COURSE OVERVIEW

The goal of OB221 is to equip students with the knowledge and tools they need to *understand, analyze, and navigate* the complexities of contemporary organizational life. To achieve this mission, we will explore fundamental concepts in human behavior (e.g., teamwork, motivation, leadership) and organizational dynamics (e.g., organizational culture, performance systems, change management). We will also examine new ways of organizing and managing work. To develop your skills and deepen your conceptual knowledge, you will practice and apply the course concepts via in-class exercises and simulations, an individual paper, a team project with four deliverables, and two exams.

This course fulfills the BU Hub requirement for teamwork/collaboration<sup>1</sup>.

The three fundamental learning objectives for OB221 are:

1. To introduce you to some of the major classic and contemporary aspects of organizational behavior through lectures, multimedia content, readings, interactive discussion, and exercises
2. To teach you to think theoretically by giving you general frameworks that can be used to predict, understand, and influence your own and others' behavior in a wide variety of situations
3. To develop your skills in the following areas: problem solving, critical thinking, teamwork, group discussion, formal presentation, written and oral communication

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<sup>1</sup> The learning outcomes for teamwork/collaboration in the BU Hub are:

1. *As a result of explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.*
2. *Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, **such as** assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results*

Specific learning objectives will be shared at the start of each lecture block and discussion section. Throughout the term, careful and explicit attention to the themes of understanding, analyzing, and navigating organizational dynamics will guide our curriculum and instructional choices.

### Course Structure

Each class involves a mixture of lecture, experiential learning activity (e.g., case, exercise) or team meeting time/presentations, and class discussion.

### Graded Components

Grades in OB221 are based on four main components:

Class and Team Participation:	25%
Individual Paper:	15%
Team Project Assignments (3):	35%
Final Exam:	25%

Within each component, the deliverables and grade weights are as follows:

Component	Description	Graded Deliverables	Grade Weight
Class and Team Participation	High-quality contributions and effort displayed within classroom and on team; based on faculty assessment and team feedback as collected on the TLA.	<ul style="list-style-type: none"> <li>• Class</li> <li>• Team</li> </ul>	<ul style="list-style-type: none"> <li>• 10%</li> <li>• 15%</li> </ul>
Individual Paper	Details to be provided in class.	<ul style="list-style-type: none"> <li>• Individual Paper</li> </ul>	<ul style="list-style-type: none"> <li>• 15%</li> </ul>
Team Project Assignments	Teams of 5-6 students will identify and interview managers at a company to learn firsthand about culture and organizational behavior issues. Deliverables include a team contract/project plan, a team project paper, and a team project presentation.	<ul style="list-style-type: none"> <li>• Contract/Project Plan</li> <li>• Team Project Paper</li> <li>• Team Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• 10%</li> <li>• 15%</li> <li>• 10%</li> </ul>
Final Exam	The final covers material from Weeks 1-6 and is a take-home, open-book, written exam of several longer essay questions involving reflection and application.	<ul style="list-style-type: none"> <li>• Final</li> </ul>	<ul style="list-style-type: none"> <li>• 25%</li> </ul>

### COURSE POLICIES AND EXPECTATIONS

**Attendance and Lateness:** Attendance in OB221 is mandatory. The achievement of our learning objectives depends on your attendance, preparation, focus, willingness to listen to others, and active contribution of ideas. As such, simply attending class, however, does not constitute a positive contribution to class and will not result in a high participation score (more on that below).

While attendance is not the only important aspect of class participation, **it is unlikely you will be successful in this course if you miss classes.** In OB221, missing class means missing an interactive experience, important content, and time with your team. It also means the rest of your teammates and classmates do not get to gain from your contributions. Thus, missing more than two classes – for any reason – will make it unlikely that you

will earn more than a “B” for class participation in this course. If you believe that you will need to miss multiple classes this semester, you should consider taking OB221 in a different semester.

**Class and Team Participation:** As a member of OB221, each student is responsible for contributing to the educational experience of the whole class. Your class participation grade is worth 25% of your grade in OB221, and will reflect the quality of your contributions to both class discussions and your team’s work (which will be split between your contributions in class and on your team.)

**Late Submission Policy :** Assignments that are turned in late (e.g., after class has commenced or later than the due date/time) will be down-graded a full grade for each late day or part day, including Saturdays and Sundays, with the first day beginning after the class has begun, or after the deadline passes. Example: a paper due at 9:00am on Friday that is turned in at 9:20am on Friday will lose one full grade (i.e., if the paper were a B+ paper, it will be recorded as a C+ due to lateness). This policy applies to all assignments, whether individual or team-based, in OB221 this semester.

**Academic Integrity:** Students are expected to comply with all University policies and to pursue the highest standards of academic honesty in carrying out all assignments. This includes, but is not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, or inappropriately collaborating. For more information see Boston University’s [Academic Conduct Code](#). See also the “Giving Credit Where Credit’s Due” article (posted on Questrom Tools) for more information on what plagiarism is and how to avoid it. Note that all written assignments will be automatically screened for plagiarism via the Turnitin.com program when uploaded to the course website.

**Accommodations:** In keeping with University policy, any student with a disability who needs or thinks they need academic accommodations must call the Office of Disability Services at 353-3658 or stop by 19 Deerfield Street to arrange a confidential appointment with a Disability Services staff member. Accommodation letters must be delivered to me in a timely fashion (within two weeks of the date on the letter and not later than two weeks before any major examination). Please note that accommodations will not be delivered absent an official letter of accommodation.

**Academic Support:** This course includes a significant writing component for assignments. If you need assistance with written work, please visit the College of Communication Writing Center, located at 640 Commonwealth Avenue, Room B27A. You can walk in, or make an appointment. Visit <http://www.bu.edu/com/resources/current-students/writing-center/> for more information. **Please be mindful of the [Academic Conduct Code](#), however, as well as the specific expectations for your assignments in OB221.** For example, you may not receive any kind of writing or content help on your take-home final exam; this must represent your own, independent, work. See me if you have any questions about what help you can/cannot receive on assignments in this class.

**Student Health:** Many students experience personal and family problems, as well as emotional difficulties, such as depression, suicidal thoughts, and anxiety, while in college. Student Health Services is available to consult with you regarding various emotional health issues that may affect you or your friends. To make an appointment, or if you are concerned about a student, call 617-353-3569. Student Health Services is located at 881 Commonwealth Avenue. For more information, visit <http://www.bu.edu/shs/behavioral-medicine/>.

**Diversity and Inclusion:** In developing and curating the content for this course, we have undertaken careful efforts to explore the potential implications of: race, religion, socioeconomic class, gender, sexual orientation, ability, and globalization in the topics discussed, cases presented, and guest speakers selected. We want

OB221 to be an inclusive and welcoming experience for all students. Please do not hesitate to reach out to me if you have any concerns, questions, or requests regarding diversity or any other aspect of the class.

***Sexual Misconduct/Title IX Policy:*** The Questrom School of Business is committed to fostering a safe learning environment for all members of the its community and preventing sexual misconduct. All forms of sexual misconduct, including rape, acquaintance rape, sexual assault, domestic and dating violence, stalking, and sexual harassment are violations of Boston University's policies, whether they happen on campus or off campus.

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.bu.edu/safety/sexual-misconduct/>.

## OB221 SYLLABUS SCHEDULE

Week	Topic	Activity	Homework <sup>2</sup>	Graded Deliverable
1	Introduction to OB & Discovering Your Tendencies – Personality	Ice-braker, Personality Exercises	<input type="checkbox"/> <b>COMPLETE SELF-ASSESSMENT SURVEY ONLINE</b> <input type="checkbox"/> Text: <b>Ch 1</b> (Intro to Field of OB) <input type="checkbox"/> Text: <b>Ch 2</b> (Indiv Behavior, Personality, Values) <input type="checkbox"/> Text: <b>Ch 3</b> (Perceiving Ourselves & Others)	
2	Emotions, Values & Motivation	Operation Transplant	<input type="checkbox"/> Text: <b>Ch 4</b> (Emotions, Attitudes & Stress) <input type="checkbox"/> Text: <b>Ch 5</b> (Employee Motivation) <input type="checkbox"/> QT: Read <b>Operation Transplant</b> case	
	Substitute Monday Class : Team Dynamics & Team Building	Team Dynamics Lecture; Everest Simulation	<input type="checkbox"/> Text: <b>Ch 8</b> (Team Dynamics)	<b>Individual Paper due by class time (15%)</b>
3	Team Contract & Project Plan	Forgotten Group Member; Team Workshop	<input type="checkbox"/> QT: Watch GRPI Model <input type="checkbox"/> TLA: Complete <b>Individual Contract Worksheet</b> <input type="checkbox"/> QT: Read <b>Forgotten Group Member</b> case	<b>Team Contract/Plan due by 5pm (10%)</b>
	Organizational Culture, Creativity & Innovation	Culture & Creativity Exercise	<input type="checkbox"/> Text: <b>Ch 14</b> (Org Culture) <input type="checkbox"/> Text: <b>Ch 7</b> (Decision Making & Creativity)	<b>Deadline to confirm your company</b>
4	Team Communication & Aafter Action Reviews	Communication Exercise & AAR	<input type="checkbox"/> Text: <b>Ch 9</b> (Communicating in Teams & Orgs)	
	Conflict Management, Performance Appraisal & Feedback	Barnga Game; Taylor Case	<input type="checkbox"/> Text: <b>Ch 6</b> (Applied Performance Practices) <input type="checkbox"/> TLA: <b>Giving and Receiving Feedback</b> reading <input type="checkbox"/> TLA: Submit <b>Peer Feedback on each team member by deadlines given</b>	
5	Team Process Check ins	Individual Team Meetings		
	Power, Negotiations & Leadership	Star Power; Value-based Leadership Exercise	<input type="checkbox"/> Text: <b>Ch 10</b> (Power & Influence in the Workplace) <input type="checkbox"/> Text: <b>Ch 11</b> (Conflict & Negotiation in the workplace)	<b>Team Project Papers due by class time (15%)</b>
6	Review of Week 1-6 & Preparation for Final Team Presentations	Team Workshop	<input type="checkbox"/> Work on project deliverables	
	Team Project Presentations	Project Presentations	<input type="checkbox"/> TLA: Submit <b>Confidential Peer Evaluations on each team member by class time (part of class participation)</b>	<b>Team Project Presentations due by class time (10%)</b>
	Content from entire semester, esp. team experience	Final Exam	<input type="checkbox"/> Format is take-home, open-book, multiple essay questions <input type="checkbox"/> Essay questions will be released Thurs, 6/27 online; uploads due by deadline Sat 6/29 5 pm	<b>Take-home Final Exam (25%)</b>

<sup>2</sup> Text: McShane & Von Glinow (2018) *Organizational Behavior*; QT: Questrom Tools section website; TLA: Team Learning Assistant online tool