

BUSMHR 3200 – Organization Behavior and Human Resources
Course Syllabus
Spring, 2017 (Section 4495)
Fisher College of Business
The Ohio State University

Professor Information

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Course information

Days: Tuesday, Thursday
8:00 am - 9:20 am
Schoenbaum Hall - 105

Office Hours

Monday 2:30 pm - 4:00 pm
Thursday 1:30 pm - 3:00 pm
Or by appointment

COURSE DESCRIPTION:

The purpose of this course is to study human behavior in organizational settings. In particular, we will be looking at topics related to the behavior of individuals (e.g. leadership, values and attitudes, motivation, etc.) the behavior of groups (e.g. teamwork), and organizational-level topics such as culture and organizational change. We will also discuss many of the organizational practices (such as selection, training and development, compensation, etc.) that have a direct effect on these behaviors and the organization's resulting performance.

In addition, as we discuss these content areas I'll be asking you to be introspective and think about your own knowledge, skills and abilities in these areas and how you can improve to maximize your success (both current and future) as an individual contributor and improve your personal leadership capability.

While a majority of examples and situations discussed will occur in "traditional" organizations, it is important to remember that these concepts apply equally well to non-traditional organizations (e.g. non-profit, family businesses, public sector, volunteer, etc.) as well.

REQUIRED MATERIALS:

Two textbooks will be used in this course, with selected chapter readings from each:

Kinicki, A., & Fugate, M. (2016) Organizational Behavior: A Practical, Problem Solving Approach. (1/e, First Edition) Boston, MA: McGraw-Hill

Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2015) Fundamentals of Human Resource Management. (6th edition) Boston, MA: McGraw-Hill

The above two books are new versions with significantly enhanced interactivity with McGraw-Hill's "Connect" learning technology. It is strongly recommended that it is purchased new using ISBN # 9781259709234 as the color, soft bound edition with the required "Connect" Code Card for digital

access (Details to be reviewed in class). The ISBN is for both books together. They come as a bundled package with a significantly discounted price. There is no work-around to buying a new digital, time based subscription “Connect” access card as the e-content is fixed for only a set period of time. Getting an older (used) version will end up being more expensive as you will then need to purchase two separate free-standing digital “Connect” code cards for both books at the normal retail rate (i.e. more than two times the cost of the OSU bundled volume discount rate). Some students are actually surprised that this is the case (i.e. new, bundled price cheaper), and only find it to be true after spending a fair bit of time and effort checking all the standard alternate points of purchase. Buy the discounted bundled package and get going with the program.

COURSE EXPECTATIONS:

Each of us is responsible for the success of this class. I have designed the course to maximize learning and I am committed to creating a positive learning environment in the classroom. What you get out of the course is, however, ultimately up to you. Therefore, regular attendance throughout the semester is critical. Keep up with the readings. Engage in regular introspection and apply the course material to your own experiences. Come ready for class and I hope that you will ask questions (even in this large classroom).

Also, I fully expect a high level of courtesy and professionalism in the classroom setting; this means minimal talking, only course-related screen activity, no IMing, no surfing the web, no text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well, and they reflect poorly on you as an adult. If you come in late to class be sure that you do so in a way that does not distract your peers. If you don't want to be in class, don't be in class. **When you're here, be here.**

Audio or video recording of lectures are not permitted without instructor permission. Moreover, posting of course materials on the web is not permitted.

Any student with special accommodation needs due to a disability should speak to me within the first two weeks of the course. Students with special needs are responsible for making me aware of their situation.

Remember, this course is for your benefit and development and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation. If we both do our parts, this course will make a difference for you and be a positive learning experience for all of us.

GRADING:

Grades

You will be evaluated based on 20 Connect assignments and three exams. Connect assignments are McGraw-Hill exercises found on their electronic learning platform. As mentioned previously, you must purchase the Connect Access Card in-order to register and complete the assignments.

Course Component	Points	% of Grade
Connect Required Assignments: 20 (12.5 points/exercise) <i>Some exercises have one question while others will have multiple questions but which always total up to 12.5 pts, regardless</i>	250 points	25%
First Exam	250 points	25%
Second Exam	250 points	25%
Third Exam (non-cumulative, final – last day of class)	250 points	25%
Total Points	1000 points	100%

Connect Assignments (250 points)

The class schedule includes relevant, required Connect activities that start the first week of the course. Each weekly assignment is due on the Friday of that week. However, at the front end of the course, I am giving you a huge lead time, several weeks, in which to purchase, register, activate and engage in each of the weekly exercises without an immediate weekly Friday due date. Your first weekly Friday deadline will be February 3rd, 2017. Each of those initial weekly assignments are due collectively on Feb 3rd. Then you need to complete each weekly assignment on the Friday of that week (post 2/3). **THERE ARE NO EXTENSIONS OR MAKE-UPS FOR THE WEEKLY ASSIGNMENTS ONCE THEY START ON 2/3.** Remember you were given a significant amount of time to start, so absolutely no excuses what so ever in meeting the weekly deadlines. (It doesn't matter what kind of significant life event comes up, you are given a huge lead time to do your work well in advance of any deadline....so do not even think of bringing the subject up with me.)

The activities include video case analysis, drag and drop exercises, self-assessments, manager's hot seat video case, and brief case analysis exercises. Though the types of these activities will vary, each exercise is worth 12.5 points. You will have three attempts to attain a perfect score. Immediate answers and solutions will be provided after each activity. Points will be tallied on a weekly basis starting after the Friday, Feb 3rd deadline. (Remember, **NO** points can be earned as a make-up after the assigned weekly due dates start for the Connect assignments, regardless of the reason.)

Exams (250 points each, 3 exams = 750 points total)

There will be three exams comprised of 50 multiple-choice and true/false test questions. The exams will cover twenty chapters during the semester. You will have 120 minutes to complete the exam and only one attempt. Each chapter will cover roughly 9-10% of the exam questions.

The primary component of your grade in this course will be based on three exams (each worth 250 points). The format for the exams will be non-essay, and will be multiple choice and true-false. These exams will not be cumulative in nature and will be spaced at roughly equal intervals

throughout the quarter. All three (paper-based) exams are closed book and the use of notes is not allowed during an exam. The use of all electronic devices (laptop, cell phone, tablet, etc.) during exams is strictly forbidden. You are expected to take the exams when scheduled; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me prior to the exam date. Make-up exams will only be granted under extreme, immutable (life and death) conditions or rationale beyond your control. Serious illness is only excused if there is date-relevant, health care documentation. (It will be followed up with a personal call by me so please include name and individual phone number of the health care provider. If I can not reach the provider it will go down as an un-excused absence or zero for your exam.)

Please also note that our third exam will be held during the last scheduled day of class. Due to the large number of students in this course, please do **NOT** ask for a different exam date unless you have a **VERY** pressing and legitimate need (e.g., three or more exams on the same day). Wanting to leave campus earlier vs. later, already scheduled travel arrangements, starting a new job or job interview, etc. are **NOT** sufficient reasons to warrant a different exam date as this would introduce a logistical nightmare and is simply not practical. It is your responsibility to be at our third and final, non-cumulative exam as scheduled, so plan your schedule, travel arrangements, etc. accordingly.

It is inevitable in a class of this size that some students will just be a few points away from the next grade. The cut-off points and final grades based on those cut-offs are NOT NEGOTIABLE. I am not sympathetic to students who approach me during the last week of the semester looking for extra points. The time to accumulate points is during the semester, not at the end of the semester.

Any issues concerning grading (e.g. exam scoring) need to be called to my attention via e-mail within one week of receipt of the grading. If you are concerned about your class performance, contact me as soon as those concerns arise. I will try to help you improve your performance but you must take the initiative to do so. Just as an aside, there may be one or more opportunities to earn extra credit by participating in research. *If an extra credit opportunity arises, I will announce it in class and provide additional details.* However, note, there are no promises or guarantees that extra credit opportunities will arise.

A straight 1000 point scale, provided below, will be used to determine your final grade based on the total points you earn during the semester (see below).

COURSE GRADING SCHEME

Letter Grade	Point Range	% within Letter Grade	Raw Point Range	Raw Range per Letter	% for Total Letter
A	924 - 1000	72	77	107	10.67
A-	894 - 923	28	30		
B+	864 - 893	30	30	100	10
B	824 - 863	40	40		
B-	794 - 823	30	30		
C+	764 - 793	30	30	100	10
C	724 - 763	40	40		
C-	694 - 725	30	30		
D+	664 - 693	30	30	100	10
D	594 - 663	70	70		
E	0 - 593	100	593	593	59.33

ACADEMIC INTEGRITY:

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) *plagiarism, collusion* (unauthorized collaboration), *copying the work of another student, submitting the same or similar work for credit in more than one class, and possession of unauthorized materials during an examination*. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so you need to review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct in this class could include a failing grade for the course, disciplinary probation, suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Course Outline and Assigned Reading*

Week 1 Course Intro; Strategy and Strategic Organizational Behavior

<u>Date</u>	<u>Assigned Reading</u>
Tue, Jan 10	Course Introduction; Syllabus and Courseware Navigation
Thu, Jan 12	K&F, Ch. 1 (K&F) Required: Video Case Analysis - HP CEO Affair Scandal

Week 2 Organizational Culture and Socialization; Global Organizational Behavior

Tue, Jan 17	K&F, Ch. 14 (K&F) Required: Drag & Drop Exercise - Conceptual Framework for Organizational Culture
Thu, Jan 19	Noe, et al., Ch. 16 (Noe) Required: Drag & Drop Exercise – Country Differences and HRM

Week 3 Social Perception and Individual Differences

Tue, Jan 24	K&F, Ch. 3 (K&F) Required Drag & Drop Exercise: Emotional Intelligence ?
Thu, Jan 26	K&F, Ch. 4 (K&F) Required: Drag & Drop Exercise - Barriers and Challenges of Diversity

Week 4 Recruiting, Interviewing and Selection

Tue, Jan 31	Noe, et al. Ch. 5 (146-164) (Noe) Required: Manager's Hot Seat Video Case 14: Diversity in Hiring – Candidate Conundrum
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Thu, Feb 2 **Noe, et al., Ch. 6**

(Noe) Required: Case Analysis - Conducting Interviews

Week 5 Exam #1

Tue, Feb 7 **Exam #1 Test Prep Session:** TopHat with mobile devices

Thu, Feb 9 **Exam #1**

Week 6 Motivation and Engagement

Tue, Feb 14 **K&F, Ch. 5**

Thu, Feb 16 **K&F, Ch 5**

(K&F) Required: Drag & Drop Exercise - Motivational Theories

Week 7 Groups & Team Effectiveness; Managing Conflict and Negotiations

Tue, Feb 21 **K&F, Ch.8**

(K&F) Required: Drag & Drop Exercise - Building an Effective Team

Tue, Feb 23 **K&F, Ch. 10**

(K&F) Required: Video Case - Managing Conflict and Negotiations at Starbucks

Week 8 Power & Influence; and Leadership

Tue, Feb 28 **K&F, Ch. 12**

(K&F) Required Drag & Drop Exercise: Nine Generic Influence Tactics

Thu, Mar 2 **K&F, Ch 13**

(K&F) Required Drag & Drop Exercise: Four Basic Skills for Leaders

Week 9 Exam #2

Tue, Mar 7 **Exam #2 Test Prep Session:** TopHat with mobile devices

Thu, Mar 9 **Exam #2**

Week 10 Spring Break

Tue, Mar 14 No Classes

Thu, Mar 16 No Classes

Week 11 Compensation / Benefits

Tue, Mar 21 **Noe et al., Ch. 13**

(Noe) Required: Case Analysis - Balanced Scorecard

Thu, Mar 23 **Noe et al., Ch. 14**

(Noe) Required: Video Case Analysis - The Business Strategy of Employee Benefits

Week 12 Human Resource Planning; and Performance Management

Tue, Mar 28 **Noe, et al.. Ch. 5** (132-146)
(Noe) Required: Case Analysis - Planning to Hire

Thu, Mar 30 **Noe, et al., Ch. 10**
(Noe) Required: Video Case Analysis -Providing Feedback to Employees

Week 13 Employee Training & Development

Tue, Apr 4 **Noe, et al.. Ch. 7**
(Noe) Required: Video Case - eLearning at Johnson & Johnson

Thu, Apr 6 **Noe, et al.. Ch. 8**
(Noe) Required: Video Case - Hiring Great People at The Container Store

Week 14 Organization Design, Effectiveness & Innovation; Managing Organization Change

Tue, Apr 11
K&F, Ch. 15
(K&F) Required: Drag & Drop Exercise - Generic Organizational Effectiveness Criteria

Thu, Apr 13 **K&F, Ch. 16**
(K&F) Required: Case Analysis - *Google and Stress management*

Week 15 Exam #3 - Final Week

Tue, Apr 18 **Exam #3 Test Prep Session:** TopHat with mobile devices

Thu, Apr 20

Exam #3 (Final Class; Final Non Cumulative Exam)

*** I reserve the right to make changes to the readings and/or topics as needed. In the event that I do make changes, I will announce these changes in class and via Carmen (Canvas).**