

**MANA6A32 Organizational Behavior and Management  
(Spring 2018)**

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Class time: Tue/Thu 1-2:30PM (Section 1) or Tue/Thu 2:30-4PM (Section 2)

Classroom: Melcher Hall 365A

Office hours: Tue/Thu 11:30AM-12:30PM or by appointment

Course website: Blackboard

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**COURSE OBJECTIVES**

This course is very interactive and you will engage in experiential learning. The main goal of this course is to help you become a more effective, ethical, and engaging employee, coworker, and (potential) manager by systematically understanding and analyzing behaviors in organizations. We will discuss various issues central to a critical understanding of organizational behavior (OB) and management. You will be familiar with major concepts of OB and management, the determinants and implications of various behaviors in organizations, and various methods of improving organizational effectiveness. You will know more about yourself through self-assessments and learn to apply your knowledge to practice through case analyses, exercises, and a group project.

**COURSE MATERIALS**

- Course readings listed in the syllabus
- Business cases and exercises
- Harvard Business School exercise  
(purchase it via <http://cb.hbsp.harvard.edu/cbmp/access/73947067>)

## RULES FOR GRADING

The quality of your written assignments, presentations, class participation, etc. is a matter left to my (course instructor's) subjective judgment. If you have a question about my feedback, please ask. However, my decision on your letter grade is FINAL. See below for the grading scale.

Letter Grade	Final Score
A	93-100
A-	90-92.9
B+	88-89.9
B	83-87.9
B-	80-82.9
C+	78-79.9
C	73-77.9
C-	70-72.9
D+	68-69.9
D	63-67.9
D-	60-62.9
F	<60

If there are unusual or idiosyncratic circumstances that might prevent you from performing well in this course, such as chronic or acute illness, sudden death in your family, mental disabilities, and so forth, please inform me at the beginning of the semester, or as soon as the circumstances occur. In terms of disabilities, reasonable accommodations will be made for students with verifiable disabilities. You must communicate any problem to me as soon as possible. I will do everything in my power to tackle the problem fairly and quickly. However, retroactive excuses are not acceptable to me. You are not allowed to bring up ameliorating circumstances to justify your poor performance at the end of the semester (particularly after knowing your course/letter grade).

## EVALUATION FOR COURSE GRADE

You are expected to submit your assignments punctually and responsibly. The grading policies described below are intended to symbolize the activities that help you achieve the learning goals.

- Class participation (16%)
- Reading summary (10%)
- Group paper (20%) and peer evaluation (3%)
- Group presentation (10%)
- Post-negotiation questionnaire (1%)
- Final exam (40%)

### 1. Class Participation (16%)

Being on time and responsible is important. The class has strict attendance policy. I expect everyone to be on time for the class. If you absolutely have to miss a session or be late for a session, you must give me prior notice (via e-mail, to [dkong@bauer.uh.edu](mailto:dkong@bauer.uh.edu)) at least 1 hour before the start of class. If you do not provide such notice (except for emergency), you will receive a zero score for the session. For each session, you will be graded on a 4-point scale:

- 0—you are absent without prior notice
- 1—you attend the session but do not speak up (i.e., make no contribution) or make trivial contributions (e.g., chitchats) in class discussions
- 2—you attend the session and make some contributions to class discussions
- 3—you attend the session and make significant contributions to class discussions

The quality of your contributions to class discussions is judged by me based on the relevance, insightfulness, and elaboration of your discussions. Note that the quality of your contributions is not a perfect linear function of the frequency of your talking.

Tardiness will be penalized. If you arrive at a session late without prior notice, I will deduct 1 point (on the 4-point scale) for your class participation score for the session. If you are shy and uncomfortable to speak out in class, I suggest that you take advantage of this course as an opportunity to challenge yourself.

You are supposed to display professional courtesy and respect to your classmates and the instructor. As part of professional courtesy, you are expected to remain in the classroom for the duration of the classes unless an urgent need arises or a prior arrangement has been made with me. Also, you are expected to keep your mobile phones and pagers turned off or have them set on silent/vibrate during the classes. Answering phones or pagers during the classes is prohibited, except for an emergency.

## 2. Reading Summary (10%)

Before each session, you must submit a Word document with a summary of all the readings for that session (about 50-200 words for each reading) to Blackboard (the respective folder for each session). Although time consuming, writing the summary will help you better prepare for class discussions and the final exam. Your reading summary for each session will be graded based on their overall quality (0 = fail, 1 = pass, 2 = good). Failure to submit the summary for any session on time will automatically lead to a failing (zero) score for the session.

## 3. Group Paper (20%) and Peer Evaluation (3%)

You will work in groups of two or three to prepare a max. 15-page (including your references, footnotes or endnotes, appendices, etc.), double-spaced paper (Times New Roman, font size 12, Word document only) on a specific real-life (not fictitious) case pertaining to any of the topics discussed in class. A cover page is unnecessary. You may use any citation style (e.g., American Psychological Association (APA) style), but once you choose one, stick to it throughout the entire paper.

You may incorporate anything covered or not covered in the course into your analysis. However, you must do systematic research and provide focused and in-depth analysis (not just descriptions). To produce a good research paper, you need to provide good logic/argument and find empirical data, legal evidence, news coverage, interviews, site visits, etc. to support your argument. This assignment also provides a good opportunity for you to practice your teamwork skills.

Your group paper will be judged based on four equally important criteria: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

- Critical analysis: Demonstrate your thoughtful, sophisticated, and insightful analysis, as opposed to superficial analysis with no nuance
- Comprehension: Demonstrate your comprehension of the course materials and class discussions
- Clarity: Demonstrate your clarity, coherence, and organization of your explanations with specific examples or data supporting your argument
- Professionalism: Demonstrate your professional writing skills, including good grammar and correct spellings, along with appropriate citations in the main text and the reference list. Failure to include appropriate citations may lead to plagiarism. Very poor or sloppy writing will automatically receive a failing score on this criterion.

Plagiarism from online sources, peers' work, your previous work, and so forth is strictly prohibited. If you borrow ideas from others or yourselves, provide appropriate citations. Academic integrity is a serious matter. I take this matter seriously and expect that you do too. I

encourage you to refer to related university policies or ask me if you have questions about academic integrity. If you are suspected for plagiarism, you will be given a chance for an explanation.

The group paper is due by March 6, 2018. One of your group members should submit it to Blackboard (the folder for the group paper). Your file should be named as "Group#", where # is your group number.

In order to prevent social loafing, you will be given an opportunity to rate each group member's contribution to this group paper. Accordingly, your final grade for the group paper is the sum of the score of the group paper given by me (the instructor) (20%) and the average score of your group members' evaluations of your contributions (3%).

#### **4. Group Presentation (10%)**

You and your group members will make a group presentation regarding your group paper. Every one of your group has to speak during the group presentation but you all will receive the same score for the presentation. The grading of the presentation will mainly focus on the following equally important criteria: organization, comprehension, communication aids, critical analysis, and stage presence.

- Organization: Your presentation is consistently clear, concise, and well-organized. Points are easy to follow because of the organization. Transitions between sections are smooth and coordinated.
- Comprehension: You display an excellent grasp of the course materials. You demonstrate excellent mastery of contents, applications, and implications. Your discussion is focused and in-depth.
- Communication aids: Your presentation is simple, clear, easy to interpret, and easy to read. The slides, if any, are well-coordinated with contents, well-designed, and used very effectively. Your presentation is a good example of how to prepare and use good visual or/and audio aids.
- Critical analysis: Your analysis is clear and concise with major points emphasized and insights provided. Your analysis also includes clear recommendations and logical conclusions.
- Stage presence: You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

An excellent presentation provides concise and useful information to your peers about your analysis and what you have learned from your analysis. You should demonstrate your ability to apply your knowledge and present your ideas/analysis clearly, and whenever possible, provide prescriptive advice and suggestions to your peers. You may incorporate multi-media to make

your presentation creative and engaging, such as video clips, audio clips, website demonstration, role-play, etc.

#### **5. Post-negotiation questionnaire (1%)**

For one of the negotiation exercises, you must complete an online, post-negotiation questionnaire regarding your negotiation experience by 11PM of the day. You will receive 1% of your course grade only if you punctually and responsibly complete the required questionnaire.

#### **6. Final Exam (40%)**

The final exam will cover everything (course readings, lecture slides, discussions, exercises, etc.). The details will be discussed later.

**COURSE SCHEDULE**

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
1	1/18	Introduction and traits	None
2	1/23	Motivation	Reading summary (Session 2), before class
3	1/25	Creativity	Reading summary (Session 3), before class
4	1/30	Decision making	Reading summary (Session 4), before class
5	2/1	Fairness and ethics	Reading summary (Session 5), before class
6	2/6	Leadership and trust	Reading summary (Session 6), before class
7	2/8	Power and influence	Reading summary (Session 7), before class
8	2/13	<i>Case analysis – Part 1</i>	None
9	2/15	<i>Case analysis – Part 2</i>	None
10	2/20	Principles of conflict management	Reading summary (Session 10), before class
11	2/22	Multiparty conflict resolution	Reading summary (Session 11), before class; Post-neg. questionnaire, after class (by 11pm)
12	2/27	Teamwork	Reading summary (Session 12), before class
13	3/1	<i>Group presentation – Part 1</i>	None
14	3/6	<i>Group presentation – Part 2</i>	Group paper, before class; Peer evaluation, in class
15	3/8	<i>Final exam</i>	None

## COURSE READINGS

### SESSION 1. INTRODUCTION AND TRAITS

1. Buss, D.M. (1996). Social adaptation and five major factors of personality. In J.S. Wiggins (Ed.), *The five-factor model of personality: Theoretical perspectives* (pp.180-207). New York: Guilford. [https://labs.la.utexas.edu/buss/files/2015/09/social\\_adaptation-1996.pdf](https://labs.la.utexas.edu/buss/files/2015/09/social_adaptation-1996.pdf)
2. Maccoby, M. (2000). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*, 78, 68-77. <http://shibleyrahman.com/wp-content/uploads/2013/07/narcissistic-leaders.pdf>
3. Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business Horizons*, 48, 501-512. <https://pdfs.semanticscholar.org/390c/a9ae8e10448358aa340be4b5f15dc19c5087.pdf>

### SESSION 2. MOTIVATION

4. Nohria, N., Groysberg, B., & Lee, L.E. (2008). Employee motivation: A powerful new model. *Harvard Business Review*, 86, 78-84. [https://71d141e6-a-62cb3a1a-s-sites.googlegroups.com/site/seethinkfeel/Home/mba-roundtable/mba-roundtable-readings/EmployeeMotivation.pdf?attachauth=ANoY7cogEFUjH5a1LircNCxjvWDpVawH7frCE8GoEu5APsgYEsrfwHM4Jk0bRoGc7IgaqGt-RSfRmPnS-O91x1GK76x14WE9WM3OJYoasWiUUKHBrXgcoD1JYujW17pJNDP3io14CLpyxVTT4FpzHSzxdZu9hjRDj6wFMHZ2S5J59S\\_hXgeGhRH1Z3NlCd\\_L6I3EIHrc2eTDDsd2e4H4NBddlUi\\_5-cIL8syg1oVv5DX3Yeu2AxRTN59TDVCttECXbRAXbm6NjGLqIYEvvdFrs2PP\\_CnZrjlYr3wmJHFT6cqmhPm0SpA%3D&attredirects=0](https://71d141e6-a-62cb3a1a-s-sites.googlegroups.com/site/seethinkfeel/Home/mba-roundtable/mba-roundtable-readings/EmployeeMotivation.pdf?attachauth=ANoY7cogEFUjH5a1LircNCxjvWDpVawH7frCE8GoEu5APsgYEsrfwHM4Jk0bRoGc7IgaqGt-RSfRmPnS-O91x1GK76x14WE9WM3OJYoasWiUUKHBrXgcoD1JYujW17pJNDP3io14CLpyxVTT4FpzHSzxdZu9hjRDj6wFMHZ2S5J59S_hXgeGhRH1Z3NlCd_L6I3EIHrc2eTDDsd2e4H4NBddlUi_5-cIL8syg1oVv5DX3Yeu2AxRTN59TDVCttECXbRAXbm6NjGLqIYEvvdFrs2PP_CnZrjlYr3wmJHFT6cqmhPm0SpA%3D&attredirects=0)
5. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>

### SESSION 3. CREATIVITY

6. Amabile, T. M. (1997). Motivating creativity in organizations: On doing what you love and love what you do. *California Management Review*, 40, 39-58. <http://bear.warrington.ufl.edu/weitz/mar7786/articles/amabile%20ccal%20mgt%20review.pdf>
7. Sinfield, J. V., Gustafson, T., & Hindo, B. (2014). The discipline of creativity. *MIT Sloan Management Review*, 55, 24-26. <http://www.aproaingenieria.es/intranet/uploads/the-discipline-of-creativity.pdf>

### SESSION 4. DECISION MAKING

8. Hammond, J.S., Keeney, R.L., & Raiffa, H. (1998). The hidden traps in decision making. *Harvard Business Review*, 76, 47-58.



<https://faculty.washington.edu/jmiyamot/p466/pprs/hammondjs%20hidden%20traps%20i%20decis%20mak%20v1.pdf>

9. Beshears, J., & Gino, F. (2015). Leaders as decision architects: Structure your organization's work to encourage wise choices. *Harvard Business Review*, 93, 52-62.  
[http://www.apdata.com/upload/file/RRHH\\_Ed2\\_Lideres\\_como\\_arquitectos\\_de\\_decision.pdf](http://www.apdata.com/upload/file/RRHH_Ed2_Lideres_como_arquitectos_de_decision.pdf)

#### SESSION 5. FAIRNESS AND ETHICS

10. Brockner, J. (2006). It's so hard to be fair. *Harvard Business Review*, 84, 122-129.  
<http://www.harrywalker.com/articles/ProcessFairnessHBR.pdf>
11. Velasquez, M., Moberg, D. J., & Cavanagh, G. F. (1983). Organizational statesmanship and dirty politics: Ethical guidelines for the organizational politician. *Organizational Dynamics*, 12, 65-80. (course reserve)  
<https://reserves.lib.uh.edu/ares/>

#### SESSION 6. LEADERSHIP AND TRUST

12. Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18, 19-31.  
[http://discoverthought.com/Leadership/References\\_files/Bass%20leadership%201990.pdf](http://discoverthought.com/Leadership/References_files/Bass%20leadership%201990.pdf)
13. Colquitt, J. A., & Salam, S. C. (2009). Foster trust through ability, benevolence, and integrity. In E. A. Locke (Ed.), *Handbook of principles of organizational behavior* (2<sup>nd</sup> ed., Chapter 21, pp. 389-404). Chichester, UK: John Wiley & Sons.  
<http://dmcodyssey.org/wp-content/uploads/2014/02/Organization-Behavior-Textbook-2009.pdf#page=421>

#### SESSION 7. POWER AND INFLUENCE

14. Yukl, G. (2009). Use power effectively to influence people. In E. A. Locke (Ed.), *Handbook of principles of organizational behavior* (2<sup>nd</sup> ed., Chapter 19, pp. 349-366). Chichester, UK: John Wiley & Sons. <http://dmcodyssey.org/wp-content/uploads/2014/02/Organization-Behavior-Textbook-2009.pdf#page=421>
15. Cialdini, R. B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 79, 72-79.  
[http://www.gsbcolorado.org/uploads/general/EDI\\_1.3\\_Principles\\_of\\_Influence\\_and\\_Persuasion\\_Pre-Session\\_Reading-Slade.pdf](http://www.gsbcolorado.org/uploads/general/EDI_1.3_Principles_of_Influence_and_Persuasion_Pre-Session_Reading-Slade.pdf)

#### SESSION 10. PRINCIPLES OF CONFLICT MANAGEMENT

16. Wheeler, M. (2002). Negotiation analysis: An introduction. *Harvard Business School Publishing* 9-801-156.  
[http://www.premiumtermpapers.org/wp-content/uploads/2014/01/9005357\\_801156p2\\_1.pdf](http://www.premiumtermpapers.org/wp-content/uploads/2014/01/9005357_801156p2_1.pdf)
17. Ury, W. L., Brett, J. M., & Goldberg, S. B. (1993). *Three approaches to resolving disputes: Interests, rights, and power* (Chapter 1, pp. 3-19). Cambridge, MA: PON Books.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwipku7SspbKAhUCKGMKHdW3CIMQFgghMAA&url=http%3A%2F%2Ffaculty.wvu.edu%2Fdunnc3%2Frprnts.ThreeApproachestoResolvingDisputes.pdf&usg=AFQjCNExgHC3KgdP4ilHMyIGjr1pG4pSNG&sig2=6JcR8FoF2yYFRkWvEZrPXQ&bvm=bv.110151844.d.cGc>

SESSION 11. MULTIPARTY CONFLICT RESOLUTION

18. Mannix, E. A. (2006). *Three keys to navigating multiparty negotiations*. Harvard Business School Publishing.  
[http://faculty.cbpp.uaa.alaska.edu/afgip/PADM640%202010/Three Keys to Navigating Multiparty Negotiations.pdf](http://faculty.cbpp.uaa.alaska.edu/afgip/PADM640%202010/Three%20Keys%20to%20Navigating%20Multiparty%20Negotiations.pdf)
19. Susskind, L. (2004). Winning and blocking coalitions: Bring both to a crowded table. *Negotiation*, 7, January.  
<http://hbswk.hbs.edu/archive/3898.html>

SESSION 12. TEAMWORK

20. Kets de Vries, M. F. R. (1999). High performance teams: Lessons from the pygmies. *Organizational Dynamics*, 27, 66-77.  
[http://www.ftms.edu.my/images/Document/MOD003554%20-%20Effective%20Team%20and%20Performance%20Management/WEEK%2011\\_high%20performance%20teams.%20lessons%20from%20pygmies.pdf](http://www.ftms.edu.my/images/Document/MOD003554%20-%20Effective%20Team%20and%20Performance%20Management/WEEK%2011_high%20performance%20teams.%20lessons%20from%20pygmies.pdf)
21. Lencioni, P. M. (2003). The trouble with teamwork. *Leader to Leader*, 29, 35-40.  
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