



SPEA-V 236: Managing and Leading Organizations (8440) Spring 2019

Instructor: Taha Hameduddin

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Office hours: By appointment

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Secretary: Jennifer Mitchner, SPEA 460, (jmitchne@indiana.edu), (812) 855-7980

Class meeting days and times: MW 2:30 PM – 3:45 PM

Class location: GA 1106 (Global and International Studies Building)

Required texts and materials:

1. Colquitt, J., LePine, J., & Wesson, M. (2018). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York, NY: McGraw Hill.
Accessible via McGraw Hill Connect on Canvas. Readings outside of this will be posted on Canvas.
2. Subscription to Top Hat (free at Indiana University), and access to a device that will allow you to use its interface during class, i.e., a laptop or cell phone with WiFi access, or ability to text. Instructions on this will be given during our first class meeting.

Course Description and Learning Outcomes

Course description: This course serves as a core management class that introduces students to management, management theory, and their application in the private, public and nonprofit sector contexts. It will introduce you to a broad range of topics that reflect what employees and managers do to successfully manage and lead organizations. Specifically, this course is geared towards an understanding of management practices at the individual, team, and organizational levels, and will orient you towards using organizational behavior as a way of thinking and acting.

Successfully completing this course entails showing up to class on time, engaging during class discussions, speaking to your instructor about any questions early and often, completing required online exercises, and reading assigned materials before class meetings. Successful completion of this course will allow you to learn more about yourselves, how you work with others in groups and teams, and how to perform successfully in an organizational setting.

As with any college course at this level, this course will involve reading, and writing. Being able to read and comprehend complex ideas, and communicating them through effective writing are integral skills that are needed in any career—regardless of sector or position. As

such, course assignments are designed to equip you to identify your own areas of improvement, and allow you to further develop these critical skills.

Learning Outcomes: By the end of this course, you will be able to

- Identify elements of managing people in organizations, and how they impact individual and organizational goals and performance.
- Identify the elements of the organizational environment, and how this in turn influences the internal structure and processes of organizations.
- Develop an understanding of personality and individual differences, your own behavioral styles, and how they influence individual, group, and organizational outcomes.
- Differentiate between the individual, interpersonal, team, and organizational processes involved in generating individual behaviors such as work motivation, job satisfaction and performance.
- Compare, contrast, and critique different approaches to motivating people in organizations and how to lead them.
- Identify and assess the organizational levers used in decision-making, undergoing organizational change, and managing conflict.
- Analyze and generate solutions to human resource issues in the workplace while being attentive to the nature of the external environment of organizations.

Course Requirements

Your course grade will be determined by a combination of assessments. These assessments serve to ensure that you acquire the foundational knowledge pertinent to managing employees in public, private, and nonprofit organizations, and more importantly, that you are able to apply what you have learned over the course of the semester in a meaningful and authentic way. Dates for course requirements can be found on page 5 this syllabus, and also on the Canvas calendar.

Connect (20%): Connect is the online learning platform associated with Colquitt, J., LePine, J., & Wesson, M. (2018), *Organizational Behavior: Improving Performance and Commitment in the Workplace*. Every chapter covered from this textbook will be associated with weekly online exercises to help you engage and learn how to use the various concepts covered in class. These exercises will vary from week to week, and will include reading comprehension exercises, practice quizzes, self-assessment exercises, and short case studies. These exercises are worth 20% of your final grade. The due dates for each assignment are listed on the course Canvas website.

Problem Solving Paper (20%): This assignment asks you to apply one topic from the course to attempt to solve a specific problem that exists in an organization with which you are familiar. That problem should center on either a job performance issue or an organizational commitment issue. The assignment consists of a paper proposal, first draft, and final draft, which are due at

different dates during the course of semester. The final paper should be 1000 words in length (all inclusive). More details are provided later in this syllabus.

Class Participation (10%):

Class participation goes beyond simply attending class, and depends on how well you engage in class discussions. You will be expected to complete the assigned reading prior to attending class. Thus, simply being passively present and not contributing to the class discussion will impact your class participation grade. Your class participation grade will consist of attendance and in-class activities that will be assessed using Top Hat.

Exams (15% each): Two short exams, each worth 15% of your total grade, will take place during the course of the semester. These in-class exams will consist of both multiple choice questions and short answer questions. Exam 1 will take place on February 20th, and Exam 2 will take place March 20th.

Final Exam (20%): A cumulative final exam will take place April 29th, 10:15 AM – 12:15 PM. The final exam will consist of long answer questions and multiple choice questions. You may bring a single-sided 8.5x11 inch cheat sheet to help you during the exam. The “cheat sheet” is meant to free you from memorizing terms, and should allow you to focus your studying on more “big picture” organizational and OB issues.

Grade components

Component	Percentage
Connect exercises	20%
Class participation	10%
Problem Solving Paper (100 points) Proposal: 25 points First Draft: 25 points Final Draft: 50 points	20%
Exam 1	15%
Exam 2	15%
Final Exam	20%
Total	100%

Details on Problem Solving Paper (20%)

This assignment consists of a paper proposal, first draft, and final draft, which are due at different dates during the course of semester. Your final paper can focus on either a current or past employer of yours, or some other company with which you have significant familiarity. What's needed is some knowledge of the inner workings of the company--its struggles, its strengths, its climate, and so forth.

Problem Solving Paper Final Draft (50 points):

The final paper should include the following four sections:

1. *Organization* - Provide *just enough* details on the company for me to be able to understand the problem that will be described. Resist the urge to provide irrelevant details and feel free to omit or disguise any details that might be sensitive in nature.
2. *Problem* - Describe, specifically, *one problem* that the company is struggling with that will serve as the focus of the paper. Resist the urge to discuss multiple problems--focus on one specific issue with which the organization is struggling. Be sure to focus on a problem that can be impacted by the relevant topic.
3. *Topic* - Choose an approved topic in organizational behavior and apply it to the problem, i.e. use a topic that you can use to more fully understand the organizational problem. The topic should be specific enough to help you develop sufficient depth in your analysis, but also be broad enough to address issues beyond one organization. Describe very specifically how the concepts, principles, and findings represented in the topic matter to the problem, and how they can be leveraged to articulate a solution.

Below is a selection of pre-approved topics, but topics beyond the ones below will be approved at the discretion of the instructor.

Pre-approved topics:

- Value-percept theory
- Job characteristics theory
- Emotional Labor
- Job Stress: Challenge and hindrance stressors
- Expectancy theory
- Goal setting theory
- Equity theory
- Psychological empowerment
- Cognition-based trust
- Organizational Justice Issues
- Ethical decision making
- Cognitive ability

- Emotional intelligence
 - Team processes
 - Types of power
 - Leadership
4. *Recommendations* - Provide a list of very specific recommendations/action steps that flow out of the discussion of the topic and that can help solve the problem. Rather than a laundry list of items to fix, these recommendations have to flow from and be linked to the previous discussion in the paper. In thinking about how to craft the topic into those recommendations, strike a balance between being *practical* and being *bold*. Every organization has key constraints that need to be taken into account when designing interventions. Although those should be considered, resist the urge to “play it safe”, as that tendency often leads to modest interventions that are ultimately ineffective.

Beyond the parameters above, please bring your own self-expression, initiative, and creativity to the content and style of the paper. 80% of the paper grade will revolve around content accuracy and depth, as well as incorporating instructor comments, while 20% of the grade will revolve around writing style and formatting issues.

Problem Solving Paper Proposal (25 points):

The problem solving paper proposal include a preview of three of the four sections needed in the final draft of the paper. Thus, it should include an overview of the organization, a description of the specific problem it faces, and an argument for why your chosen topic would be suitable to help analyze the problem. The proposal should be no more than 250 words, without any references and/or title page. 80% of the proposal grade will revolve around content accuracy and depth, with 20% revolving around writing style issues.

Problem Solving Paper First Draft (25 points):

The first draft of the problem solving paper should expand on your paper proposal and incorporate instructor feedback on the proposal. Additionally, it should include the four sections needed in the final draft of the problem solving paper. The first draft should be no more than 750 words, without any references, figures, and/or title page. 80% of the paper grade will revolve around content accuracy and depth, as well as incorporating instructor comments, with 20% revolving around writing style issues.

Course Schedule

Major course deadlines

Item	Due Date
Problem Solving Paper	Proposal: March 10 th at 11:59 PM First Draft: March 31 st at 11:59 PM Final Draft: April 26 th at 11:59 PM
Connect Exercises	Weekly, typically due at 11:59 PM on Sundays
Exam 1	February 20 th
Exam 2	March 27 th
Final Exam	April 29 th , 10:15 AM – 12:15 PM

Tentative Schedule

The first few weeks of the course will be an orientation towards organizations, organization theory, and the external environment of the organization. Then we will examine organizational behavior, and what it means for the kinds of activities managers actually perform, and how these may influence what managers care about—job performance and organizational commitment. Thereafter, we will examine aspects of individuals that make them different from one another, otherwise known as individual differences, including personality, emotions, and attitudes. We will then devote a few class sessions to discuss and analyze motivation and leadership, two very well-developed and large areas of scholarly inquiry within organizational behavior.

The latter half of the semester will be devoted to topics that go beyond the individual in the organization, and consider groups and teams, and the functions of human resource management. The following schedule should serve as a rough guide of how the course will progress. It is imperative that you complete the readings prior to the class sessions. This will ensure that you are able to follow during lectures and engage more fully with course concepts and their applications.

Date, Session and Week	Topic	Readings
1/7, Session 1, Week 1	Orientation to the course; Organizations: Core Concepts	-
1/9, Session 2, Week 1	Organizations: Core Concepts	Jones Chapter 1*
1/14, Session 3, Week 2	Organizations: External	Jones Chapter 3*

	Environment	
1/16, Session 4, Week 2	Introduction to Organizational Behavior	Chapter 1
Martin Luther King, Jr. Day—January 21 2019		
1/23, Session 5, Week 3	Introduction to Organizational Behavior	Chapter 1
1/28, Session 6, Week 4	Job Performance	Chapter 2
1/30, Session 7, Week 4	Job Performance	Chapter 2
2/4, Session 8, Week 5	Organizational Commitment	Chapter 3
2/6, Session 9, Week 5	Organizational Commitment	Chapter 3
2/11, Session 10, Week 6	Job satisfaction	Chapter 4
2/13, Session 11, Week 6	Job satisfaction, Other Job Attitudes	Chapter 4 RJ chapter 3*
2/18, Session 12, Week 7	Emotions	RJ Chapter 4*
2/20, Session 13, Week 7	Exam 1	
2/25, Session 14, Week 8	Stress	Chapter 5
2/27, Session 15, Week 8	Stress	Chapter 5
3/4, Session 16, Week 9	Motivation	Chapter 6
3/6, Session 17, Week 9	Motivation	Chapter 6
Spring Break (March 11-15, 2019)		
3/18, Session 18, Week 10	Trust, Justice and Ethics	Chapter 7
3/20, Session 19, Week 10	Trust, Justice and Ethics	Chapter 7
3/25, Session 20, Week 11	Learning and Decision-Making	Chapter 8
3/27, Session 21, Week 11	Exam 2	
4/1, Session 22, Week 12	Learning and Decision-Making	Chapter 8
4/3, Session 23, Week 12	Personality and Cultural Values	Chapter 9
4/8, Session 24, Week 13	Personality and Cultural Values	Chapter 9

4/10, Session 25, Week 13	Ability	Chapter 10
4/15, Session 26, Week 15	Teams	Chapter 11-12
4/17, Session 27, Week 15	Leadership Power and Negotiation	Chapter 13
4/22, Session 28, Week 16	Leadership Styles and Behaviors	Chapter 14
4/24, Session 29, Week 16	HR Policies and Practices	RJ Chapter 17*

Final Exam: Monday, April 29, 10:15 AM – 12:15 PM

*External readings will be posted on Canvas

Disclaimer

The above schedule is subject to limited change in the event of extenuating circumstances.
Adequate notice of any changes will be given.

Grading scheme

Percentage	Final letter grade
93-100	A/A+
90-93	A-
87-90	B+
83-87	B
80-83	B-
77-80	C+
73-77	C
70-73	C-
67-70	D+
63-67	D
60-63	D-
Below 60	F

*Note: I will typically not round-up grades, but may do so under circumstances that will be up to the decision of the instructor.

Academic Integrity and SPEA Honor Code

As a student at Indiana University, you have been afforded certain rights as established by the university administration, but are also required to bear responsibilities towards the university community. These rights, responsibilities, and processes are delineated in the Code of Student Rights, Responsibilities, & Conduct, which can be found at <http://studentcode.iu.edu/>. In addition to this code, the SPEA honor code applies to all courses offered at SPEA and students taking SPEA classes, even if they are non-SPEA majors. The SPEA Honor Code can be found at https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf. You are advised to read both carefully.

Course Policies

Course Policies: Assignments

- **Submission:** Unless otherwise noted, all assignments will be due on the canvas website under course assignments. Assignments that are not uploaded to the Canvas website by the due date will be considered late. **Do not send your individual assignments via e-mail, unless I have asked you to do so.**
 - If you are having trouble uploading assignments to Canvas, which happens sometimes unfortunately, you are required to e-mail me your assignment within 30 minutes of the deadline to have your assignment considered on-time. For instance, if the due date for an assignment was Sunday, October 13th at 11:59 pm, and Canvas is not responsive, you will have to e-mail me your assignment by Monday, October 14th at 12:30 am for your assignment to be considered on-time. Otherwise, a late penalty of 10% will be assessed.
- **Late Assignments:** Late work will be penalized by 10% for every 24-hour period past the due date. Assignments will not be accepted beyond three days (72 hours) after their due date.
- **Grades of Incomplete:** The grade of incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Awarding grades of incomplete will be up to my discretion, but will require a valid excuse to be considered. Normally, incompletes will be permitted if your course progress has been satisfactory as of the end of the semester.
- **Late Withdrawal:** Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal.
- **Format and Style:** Unless otherwise indicated, all written work must be in MS Word format, double-spaced, using Times New Roman 12-point font, and with 1 inch margins.

You may refer to a style guide to get pointers on how to structure and organize your written assignments.

- **Writing and Style:** Effective writing is an integral skill that distinguishes those that succeed in industry and academia, and those that do not make it very far. I expect all student work to be high quality finished material, but will also help you learn how to write more clearly and effectively. At the very minimum, I expect that prior to submitting your assignment, you have performed a spell check, ensured that your writing is free of grammatical errors and flows in a way that is clear and straightforward.

Course Policies: Expectations for Students

- **Attendance:** Attendance for each class meeting is mandatory, and attendance will be taken at different times during most class meetings, either using in-class assignments or using Top Hat. However, I understand that things may come up unexpectedly, and so I will grant two free absences throughout the semester. Any absences beyond two that are not justified either with a medical note stating that you were unfit to attend class, or because of a university sanctioned absence will reduce your overall grade by one-third of a letter grade. Further, not regularly attending class will impact your understanding of the course material, which may eventually adversely affect your performance on the course. Lastly, when you choose to skip class, the responsibility to catch up on missed material rests with you. As such, it is best to consult with your classmates about missed material. If you miss a class, ask your peers what you have missed instead of asking the instructor “did we cover anything important?” (Note: everything is important, which is why your peers were in class in the first place).
- **Make up exams:** I will not offer make-up exams unless you present a doctor’s note stating that you were unable to attend class, or if there is a conflict with a university-sanctioned event. An IU Health Center note with no information on whether you were physically unable to come to class will not suffice.
- **Classroom etiquette and participation:** Participation in class is an integral part of your learning experience in college. I expect all students to participate in classroom discussions with civility and respect towards each other. This means that you should avoid interrupting others, being rude or condescending, but instead try to build upon each other’s comments and suggestions. Participation does not simply mean talking in class, but refers to contributing substantively to the theme of a particular class meeting. This can include drawing from readings, synthesizing, analysis, or bringing in new information and experiences that may help encourage a deeper understanding of a particular topic.
- **Civility and respect:** I expect all students to conduct themselves in a respectful and civil manner. Refrain personally attacking students and be attentive to cultural and gender-based differences between students. This also means refraining from microaggressions.

- **Use of cell phones and laptops in class:** Since this course will use Top Hat, having either your cell phone or laptop will be necessary for you to participate during in class activities. Further, I encourage you to bring your laptop to class if you find that it will help you take notes or read from the textbook. However, use of laptops and cell phones for non-course related purposes is not allowed. If you need to attend to an emergency phone call or text, you may quietly exit the class to do so.
- **Communication**
 - **Email etiquette and policy:** I will typically respond to e-mails within a 48-hour period. If, however, I do not respond within that time, please e-mail me again. Although some of these may be apparent to most of you, it is worth mentioning that e-mails should include a relevant subject line, a salutation (such as Hello), a closing (such as Best regards), as well as a reference to who you are (I may not know all your names immediately, so introducing yourself as a student in my class would be helpful). **I will not accept assignments via e-mail. Only send me your assignment via email if I have expressly asked for it.**
 - **Canvas:** Reading materials that fall outside of the course textbook will be posted on the course website. I will also use Canvas announcements to communicate any messages to the class. To make sure you do not miss out on important information, ensure that your Canvas settings allow you to receive notifications when announcements are posted.

University Policies and Resources

Academic Misconduct

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty.

- Cheating constitutes an attempt to provide or use unauthorized aid, help, or assistance in any medium in an academic environment.
- Fabrication is the falsifying of information, including data, reports, citation of resources, in an academic environment.
- Plagiarism constitutes using others' ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, I assume that work is your own and that all sources are indicated and documented in the text (with quotations and/or citations). To avoid plagiarism, student must attribute their sources whenever they quote someone's words (whether written or oral), ideas, opinions, and when they paraphrase ideas, opinions, theories of others, whether written or oral.
- Interference involves attempts to impede another student's work through any means (including stealing, changing, destroying their work), or an attempt to affect a student's evaluation of academic performance through a threat or promise of favor.

I will respond to acts of academic misconduct according to university policy concerning plagiarism; sanctions for plagiarism can include a grade of F for the assignment in question and/or for the course and must include a report to the Dean of Students Office. For students receiving a grade of F as a sanction, a grade of F will appear on the students' transcript, regardless of whether they withdrew from the course. Thus, students found engaging in academic misconduct facing a sanction of a grade of F may not simply withdraw from a course in order to receive a grade of W.

I may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. You are strongly encouraged to read the IU Code of Student Rights, Responsibilities, and Conduct to become aware of the expectations of Indiana University students.

Source: Indiana University Code of Student Rights, Responsibilities, and Conduct -
<http://studentcode.iu.edu/responsibilities/academic-misconduct.html>

Students with Learning Disabilities

Federal legislation provides civil rights protections for persons with disabilities, among which is a requirement to making reasonable accommodations for students with disabilities to ensure an accessible learning disabilities. Students with a learning disability, hearing impairment, speech impairment, or any other disability that may affect their ability to fulfill a requirement of the course should contact the Disability Services for Students Office, and inform the instructor as soon as possible, preferably within the first two weeks of the semester. While requirements may

not be waived for students with disabilities, some modifications may be made to ensure that an accessible learning environment is provided. For more information on specific requirements and resources available through the Disability Services for Students (DSS) website:

<https://studentaffairs.indiana.edu/disability-services-students/mission.shtml>

Mental and Psychological Health

Counseling & Psychological Services (CAPS) is a vital resource for students experiencing mental health issues. CAPS can help students cope with a range of mental stressors including depression, anxiety, relationship issues, sexual assault, feelings of inadequacy, substance abuse, and difficulties adjusting to college life, among other issues. Students that have paid the IU Health Fee are entitled to two free counseling sessions. For more information visit

<http://healthcenter.indiana.edu/counseling/index.shtml>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Writing Services

Effective writing is a vital skill for your success in college, and in the workplace as well. However, for most it can be a difficult skill to master, especially for students whose first language is not English. The Writing Tutorial Service, located in the Wells Library Learning Commons, offers a range of free tutoring services, including help with student writing projects. More information is available at <http://www.indiana.edu/~wts/>

Religious Holidays

To ensure freedom of religious observance throughout our increasingly diverse population, a set of Calendar Principles were approved by the Bloomington Faculty Council, including a Religious Holidays Policy. This policy requires instructors to make reasonable accommodation when a student must miss an exam or other academic exercise because of a required religious observance. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. Students are not required to supply evidence of their attendance at the religious services or events in order to qualify for any accommodation granted to them. Students seeking accommodations for religious observances should submit a request for accommodation by the end of the second week of the semester. More information on IU Bloomington's religious accommodation policy, a calendar of religious observances, and request form can be found at the Office of Vice Provost for Faculty and Academic Affairs website. More information: <http://vpfaa.indiana.edu/forms/index.shtml>