



JOHNS HOPKINS
CAREY BUSINESS SCHOOL

Management & Organizational Behavior

2 Credits
BU.930.632.G1

Monday, 1:30 – 4:30PM
10/22/2018 – 12/10/2018

Fall II 2018
Baltimore, Harbor East 216

Instructor

Prof. Christopher Myers
Office: 1247 (Harbor East)
Phone: (410) 234-9391
Email: cmyers@jhu.edu

Office Hours

Office hours are held by appointment each week. Available appointment times can be viewed and scheduled online: <https://profmyers.youcanbook.me/>

Required Text(s) & Learning Materials

1. HBSP coursepack
Students will need to purchase a coursepack that includes required cases and exercises that will be used in class. Each student should purchase his/her own coursepack – sharing of coursepack materials is not allowed.
2. Required articles and other mandatory readings. These learning materials will be provided via the course Blackboard site or by the instructor in class. Students are accountable for all required reading material.

In addition to the required reading material, the instructor may make available additional readings and content for students who are interested in more information on a given topic. These readings will be clearly identified as optional, and students are not expected to have read them for in-class discussions, assignments, or the final exam.

Course Description

The purpose of this course, required for students in the full-time MBA program at the Carey Business School, is to introduce students to fundamental topics related to managing, leading, and working in modern organizations. The course exposes students to a broad array of frameworks for understanding individual, team, and organizational behavior, with particular emphasis on the design of work, interpersonal dynamics, organizational innovation and change, global work environments, and crafting meaningful careers. This breadth of topics, ranging across organizational levels and career stages, distinguishes the course and is meant to complement students' later coursework focused on individual decision-making, solving problems in teams, and avoiding pitfalls of early career managers.

Prerequisite(s)

None

Learning Objectives

By the end of this course, students will be able to:

1. Articulate core theories and concepts related to management and organization studies.
2. Evaluate the functioning of groups and organizations at individual, relational, and collective levels.
3. Develop analytical tools and frameworks for understanding practices, structures, and behavior in organizations and intervening to more closely align these with desired outcomes.
4. Review scientific literature in management and other organizational sciences, and gather research evidence to inform managerial decisions and interventions.
5. Apply organizational research and theory to challenges facing organizations in modern, global work settings, and develop clearly articulated beliefs and values for leading and managing with humanity in mind.

To view the complete list of Carey Business School’s general learning goals and objectives, visit the [Carey website](#).

Attendance

Attendance and participation are part of students’ course grade. Full attendance and active participation are required for students to succeed in this course. If necessary, students may request an excused absence. For an absence to be excused, the student must have contacted the instructor prior to the class meeting, and provided documentation of a valid reason for missing class (approved by the instructor).

Assignments

All assignments are to be turned in by the start of the class on the due date (noted in the course calendar) and should be submitted via the Turnitin system on Blackboard. Assignments submitted after this deadline will receive a deduction of 10% of the point value of the assignment for each day it is late (except for Reaction Memos, as noted below). Assignments submitted more than one week after the assignment deadline will receive a grade of zero (0). The upload date provided by Turnitin will be used to determine late submissions.

More details on each assignment, including grading rubrics where appropriate, are provided on the course Blackboard site. Students are encouraged to consult these materials for performance expectations on each aspect of the course.

The course will involve both individual and team assignments, which are clearly noted in the table and descriptions below. Individual assignments must be completed independently, without consulting other classmates. Team assignments should be completed collaboratively with all team members.

Assignment	Learning Objectives	Grading Points / Percentage	
Class Engagement (Individual)* <i>*Includes class attendance and participation, reaction memos, and peer feedback</i>	1, 2, 3, 4, 5	40 pts	20%
Diagnosis Paper (Individual)	1, 2, 3, 4, 5	40 pts	20%
Case Analysis I (Team)	1, 2, 3, 4, 5	20 pts	10%
Case Analysis II (Team)	1, 2, 3, 4, 5	40 pts	20%
Final Exam (Individual)	1, 2, 3, 4, 5	60 pts	30%
Total		200 pts	100%

Class Engagement (Individual Assignment) – 40 points (20%)

Attendance & Participation (24 points). This course requires active participation from every individual in the class, including participation in discussions and in-class exercises. Because each session includes either a case discussion or exercise, students should be fully prepared to participate in class. This requires having read the appropriate materials and engaging in high-quality discussion or conversation during class. Students will not be graded on the specific outcomes of any discussion or exercise, but on the quality of their engagement and preparation. High-quality participation includes contributing actively to discussions (with comments that are topical, informed by the course materials, and that help move the discussion forward) and engaging authentically with simulations and exercises (putting forth significant effort and reflecting thoughtfully on the process). It will not be possible to participate effectively in this class without doing the assigned reading and preparing for in-class discussion.

Students should be prepared to participate in every class session, and the instructor may use “cold calls” in addition to calling on students who volunteer to comment or participate. Failing to prepare for a case discussion or exercise hurts the learning of the entire class and distracts from a productive conversation; therefore, if it becomes evident that a student has not prepared for the case discussion or exercise, the student will receive a zero (0) for that session’s participation score. Unexcused absences will also result in receiving a zero (0) for that session’s participation score.

Reaction Memos (9 points). To facilitate engagement and discussion in class, students are required to prepare a written reaction memo in response to the materials prepared in advance of each session. Reaction memos should take a position on the issue at hand (e.g., the decision facing a case protagonist), using evidence from cases, readings, or personal experience to briefly support the position. Memos are due by the start of the class session, and will not be accepted late (after the start of class). Memos submitted after the start of class will receive a zero (0).

These memos should be approximately one-half ($\frac{1}{2}$) to three-quarters ($\frac{3}{4}$) of a page in length (single-spaced), and no longer than one page in length. Use Times New Roman 12-point font and 1-inch margins on all sides. Memos are graded on a check system, with three possible grades: a check (\checkmark , 1 point), check-minus ($\checkmark-$, 0.5 points), or check plus ($\checkmark+$, 1.5 points). As noted above, late submissions will not be accepted, and will receive a grade of zero (0). Memos are an individual assignment; students must work independently on them, without consulting other classmates.

Peer Feedback (7 points). Students are expected to be productive, collaborative, and supportive classmates, both in their classroom engagement and in team work. Students will be surveyed on their perception of peers’ contributions to the class environment and learning, focusing on their contributions in class discussions and as part of teams (e.g., in simulations and case analysis teams). All students are required to complete this feedback survey, and the average score provided by all other members of the class (on a scale of 1 to 7) will be used to form this portion of students’ class engagement score.

Diagnosis Paper (Individual Assignment) – 40 points (20%)

This course covers a variety of organizational concepts that will be relevant to students’ careers as leaders in organizations. It also provides the opportunity to engage in exercises and simulations, as well as to receive information and feedback about how students work in a group setting that can encourage greater understanding of their own strengths and weaknesses as a team member. The diagnosis paper takes advantage of one such opportunity by giving students a chance to reflect on the dynamics of their team’s experience during a simulated challenge (in Week 4) and their own behavior as a member of the team during the simulation.

The goal of the diagnosis paper is to provide an opportunity to practice applying these concepts to an experience students will have working as part of a team on a simulated challenge during Week 4. Teams will be video-recorded during the Week 4 challenge, and students will be asked to review the video outside of class. Combining the content of the video with their own reactions and recollection of the simulation, students will be asked to use course concepts to analyze their experience on the team and describe how the concepts help make sense of what happened and/or indicate what could have helped them be more effective, both as an individual and as part of the team.

The diagnosis paper is due approximately three-quarters of the way through the course (noted in the course calendar), and should be no longer than 1,500 words (approximately 5-6 pages). Use Times New Roman 12-point font, double-spacing, and 1-inch margins on all sides. The diagnosis paper is an individual assignment; students must work independently on it, without consulting other classmates.

Diagnosis papers will be evaluated based on their insights and ability to apply course concepts to experiences. Although papers will certainly need to provide some description of the experience (both in the team simulation and watching the video after the simulation), students should focus on analyzing the experience (rather than providing a detailed recounting of it) and making sense of what happened through the lens of course concepts. A high-quality diagnosis paper is one that analyzes students' experience as a member of their simulation team (using concepts from readings and in-class discussions to help structure the analysis), reflects on what they learned for their future work in organizations, and is focused, clear, and well written.

Case Analysis I and II (Team Assignments) – 20 points (10%) for Analysis I and 40 points (20%) for Analysis II

During the course, students will be asked to work in teams of 4-6 people to prepare two (2) case analyses, due by the start of the class session in which that case is discussed (as noted in the course calendar). Case analyses allow students an opportunity to practice applying the course concepts and working as a team, with the goal of sharpening analytical skills for understanding the challenges facing organizations and making recommendations for action. In this way, case analysis allows students to not only develop their skills in managing real situations faced by case protagonists, but also to develop skills for engaging in team-based work when facing an ambiguous problem with no clear answer.

Case analyses should be no longer than 1,500 words (approximately 5-6 pages, excluding any references, appendices, or supplements), and should also include a one-page executive summary at the beginning (single-spaced; does not count towards word limit). Use Times New Roman 12-point font, double-spacing, and 1-inch margins on all sides. Case analyses are a team assignment and all team members are expected to contribute to its development and preparation. Students may select their own team members, and do not have to keep the same team for both analyses. All team members will receive a single grade for the assignment.

Case analyses will be evaluated based on how well the team identifies and analyzes problems facing the protagonist(s) in the case, and the adequacy of, and support for, the recommendations made for what the protagonist(s) should do to address the problems. Teams should make use of course concepts and materials when analyzing the challenges identified in the case, and support all recommendations with concrete action plans and justification for the intended effects of these actions.

Final Exam – 60 points (30%)

The final exam will consist of multiple-choice/fill-in-the-blank questions, short answer/essay questions, and a long-answer essay question. All questions will ask students to apply key concepts, theories, and frameworks from the course. The final exam is designed to be completed in approximately 90 minutes, and is open-book/open-notes. However, students must complete the exam independently; consulting, collaborating, discussing, or sharing information with another student regarding the exam is not allowed and will result in a grade of zero (0) for the exam (in addition to being handled as a violation of the Honor Code).

Grading

The grade of A is reserved for those who demonstrate extraordinarily excellent performance as determined by the instructor. The grade of A- is awarded only for excellent performance. The grades of B+, B, and B- are awarded for good performance. The grades of C+, C, and C- are awarded for adequate but substandard performance. The grades of D+, D, and D- are not awarded at the graduate level (undergraduate only). The grade of F indicates the student's failure to satisfactorily complete the course work.

Please note that for **Core** and **Foundation** courses, a maximum of 25% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.3. For **Elective** courses, a maximum of 35% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.4. (For classes with 15 students or fewer, the class GPA cap is waived.)

Please refer to the [Carey Business School's Student Handbook](#) for grade appeal information.

Tentative Course Calendar* (CP = Coursepack; BB = Blackboard)

Week	Topic	Reading / Tasks Before Class	Assignments Due by Start of Class
The World of Work			
1	Why Work? Why Lead?	“What Should I Do With My Life?” [BB] “Teaching Smart People How to Learn” [BB] Case: “Erik Peterson at Biometra (A) and (B)” [CP] and “Erik Peterson at Biometra (C) and (D)” [CP]	Reaction Memo (Erik Peterson)
2	The Design of Work	“On the Folly of Rewarding A, While Hoping for B” [BB] “Note on Organizational Structure” [CP] Case: “Strike in Space” [CP]	Case Analysis I (Strike in Space)
Managing Interpersonal Dynamics			
3	Relationships, Influence, and Feedback	“Managing Up, Down, and Sideways” [BB] “How to Build Your Network” [BB] Case: “Rob Parson at Morgan Stanley (A)” [CP]	Reaction Memo (Rob Parson)
4	Leading and Teaming	“Peak Performers: Leading Teams in High Places” [BB] “Leadership and Teaming” [CP] Prepare for Simulation – Bring Laptop to Class	Reaction Memo (Leading Teams)
Change and Innovation in a Global World			
5	Organizational Culture and Change	“How to Build a Culture of Originality” [BB] “Choosing Strategies for Change” [BB] “Uber Is Finally Realizing HR Isn’t Just for Recruiting” [BB] Case: “Uber Technologies, Inc.” [CP]	Case Analysis II (Uber)
6	Global Work	“Bridging Faultlines in Diverse Teams” [BB] “Global Teams that Work” [BB] Prepare for Simulation – Bring Laptop to Class	Reaction Memo (Global Work) Diagnosis Paper
Managing and Organizing with Humanity in Mind			
7	Organizations and Society	“The Social Responsibility of Business is to Increase its Profits” [BB] “The New Face of Corporate Activism” [BB] “Why Companies are Becoming B Corporations” [BB] Case: “Kathy Giusti and the Multiple Myeloma Research Foundation” [CP]	Reaction Memo (Kathy Giusti) Peer Feedback Survey
8	Your Leadership Path	“Managing Yourself: Turn the Job You Have into the Job You Want” [BB] Case: “Alex Montana at ESH Manufacturing Co.” [CP]	Reaction Memo (Your Path) Final Exam Due by 5PM

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Carey Business School Policies and General Information

Blackboard Site

A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.jhu.edu>. Support for Blackboard is available at 1-866-669-6138.

Course Evaluation

As a research and learning community, the Carey Business School is committed to continuous improvement. The faculty strongly encourages students to provide complete and honest feedback for this course. Please take this activity seriously; we depend on your feedback to help us improve. Information on how to complete the evaluation will be provided toward the end of the course.

Disability Support Services

All students with disabilities who require accommodations for this course should contact Disability Support Services at their earliest convenience to discuss their specific needs. If you have a documented disability, you must be registered with Disability Support Services (carey.disability@jhu.edu or 410-234-9243) to receive accommodations. For more information, please visit the [Disability Support Services webpage](#).

Honor Code/Code of Conduct

The Carey community believes that honesty, integrity, and community responsibility are qualities inherent in an exemplary citizen. The objective of the Carey Business School Honor Code is to create an environment of trust among all members of the academic community while the qualities associated with success are developed in students. All students are expected to view the Carey Business School Honor Code/Code of Conduct tutorial and submit their pledge online. Please contact the Student Services office at carey.students@jhu.edu if you have any questions.

Students are not allowed to use any electronic devices during in-class tests. Calculators will be provided if the instructor requires them for test taking. Students must seek permission from the instructor to leave the classroom during an in-class test. Test scripts must not be removed from the classroom during the test.

Student Conduct Code

The fundamental purpose of the Johns Hopkins University's regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically. For the full policy, please visit the [Student Conduct Code website](#).

Student Success Center

The Student Success Center offers free online and in-person one-on-one and group coaching in writing, presenting, and quantitative courses. The center also offers a variety of workshops, exam study sessions, and instructor-led primer seminars to help prepare students for challenging course content, including statistics and accounting. For more information or to book an appointment, please visit the [Student Success Center website](#).

Other Important Academic Policies and Services

Students are strongly encouraged to consult the Carey Business School's [Student Handbook and Academic Catalog](#) and [Student Resources](#) for information regarding the following items:

- Statement of Diversity and Inclusion
- Inclement Weather Policy

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. Violations are subject to sanctions under the Honor Code.