COLLEGE OF CHARLESTON
MGMT 401: Organizational Behavior & Change
Course Syllabus – Spring 2020

Section 401-01, CRN 20618, Tuesday 4:00-6:45pm (Ed Cntr 103)

Professor: Angela Passarelli, Ph.D.
Office: Beatty Center 428
Phone: 843-953-1909
Email: PassarelliAM@cofc.edu
Office hours: Tues/Thurs 12:30-3pm & by appointment
Text: (1) “Becoming a Resonant Leader” (McKee, Boyatzis, & Johnston, 2008)
(2) “Emotional and Social Competency Inventory – University Version” (Boyatzis & Goleman); Must be purchased from the KornFerry® at link on OAKS
(3) Selected Business Best-seller

COURSE DESCRIPTION
An experiential learning design for studying the impact individuals, groups and structures have on behavior within the organization for the purpose of applying that knowledge toward improving an organization’s effectiveness.

PREREQUISITE
Senior standing, MGMT 301

COURSE OBJECTIVES
In today’s increasingly complex and fast-paced environment, the success and sustainability of business depends on the ability of organizational actors to learn and adapt quickly to new and changing situations. Organizational Behavior & Change examines the human and behavioral elements of change, such as individual-level qualities people bring into organizations, the interactive processes of working with others, and the nature of the organizational form or structure. With a better understanding of these elements, you will be able to make a positive impact as a change agent who can address the challenge of driving growth and success.

At the center of this action-oriented course is a process of self-directed learning. You will get to know yourself better through a series of experiential activities, assessment exercises, group discussions and peer coaching. You will also hear from managers and leaders in industry who will join us as guest speakers. The process we will follow in the course will help you throughout your life and career in understanding and formulating your personal vision, in assessing your skills and abilities, and in designing meaningful learning plans to reach your personal and professional development objectives. Ultimately, this course is about developing the leader within you so that you are best positioned to lead positive change in organizations.

In addition to the self, we will look at behavior in organizations at higher levels of analysis. You

*Note that my office hours will be from 2-3pm on the first Thursday and second Tuesday of each month due to faculty meetings.*
will deepen and broaden your knowledge of organization behavior and management from MGMT 301 in order to make reasoned decisions about people-related issues in organizations. To this end, you are encouraged to adopt the attitude that people are the vehicle by which organizational goals are accomplished, rather than something undesirable that interferes with the logic of organizations. In other words, people are your opportunity, not your problem. Further, you are encouraged to understand yourself and your value system as a key factor in interactions with others. At times your attitudes and values may come into conflict with established science. You are encouraged to actively reconcile these differences.

SCHOOL OF BUSINESS LEARNING GOALS
This course addresses the School of Business learning goals as follows:

- **Communication Skills**: Via book discussions and peer coaching, students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- **Quantitative Fluency**: Via analysis of multirater feedback results, students will demonstrate competency in logical reasoning and data analysis skills.
- **Global and Civic Responsibility**: Via in-class dialogue and company research regarding business as an agent of social change, students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
- **Intellectual Innovation & Creativity**: Via a management decision-making simulation and case discussions, students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **Synthesis**: Via production of a comprehensive vision & values essay, students will be able to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

This course is designated as sustainability-related by the CofC Sustainability Literacy Institute. Building awareness is the key learning outcome addressed: Students will be able to identify various elements of sustainability and relationships between them.

TEACHING PHILOSOPHY
I believe in the power of education to transform lives. This course is one step in deepening your understanding of yourself and the world around you. I acknowledge that every student comes to this course as a whole person with varied interests, experiences, talents, goals, and commitments. My aim as an instructor is two-fold: (1) to leverage these qualities as a launching pad for your intellectual and personal growth and (2) to build a classroom community where you learn not only from me, but also from one another. It is a great privilege to be in a college classroom – let’s make the most of our time together!

COURSE POLICIES & EXPECTATIONS
Your participation in this course is vital not only to your own learning, but also to that of your classmates. Thus, it is important that you attend class regularly. I expect you to:

- Prepare for class by doing readings and assigned exercises ahead of time
• Arrive promptly and be present for the entirety of the class session
• Treat your classmates and me with respect
• Listen actively and make meaningful contributions to the conversation
• Demonstrate responsibility for your progress in the course by submitting work on time.
  Late assignments will not be accepted without prior written approval of the instructor.

The classroom is a microcosm of behavior in the workplace and therefore a great space to
experiment with new behaviors. In other words, if your typical mode of “participation” is to
comment frequently, try staying quiet until a few other classmates have spoken. Or, if your typical
mode is to remain quiet, try speaking up. Consider these mini learning experiments for yourself.

**COURSE ASSIGNMENT SUMMARY**
The following assignments are described in detail under the “Assignments” tab on OAKs. Due
dates are listed on the schedule below.

*Vision & Values Essay*. You will individually produce a paper integrating insights from reflective
writing and in-class exercises regarding your ideal self.

*Class Exercises*. You will complete a number of reflective exercises, simulations, and assessments in
this course. These are important to your learning, as well as that of your peers. You should account
for out-of-class time to prepare for certain exercises, such as the management decision-making
simulation and multirater feedback (see ESCI-U). To assess your level of preparation, “pop-quizzes”
will be administered periodically. Quizzes will not be announced in advance. You are responsible
for bringing all assignments and an internet-capable device for completion of quizzes in class.

*Book Circle*. Working in small teams, you will become conversant with materials and concepts in a
selected best-selling book by a thought leader in organizational effectiveness, design or change.
Each team will provide weekly summaries of a series of in-class team discussions, culminating in a
class presentation applying book content to a real-life organization.

*Learning Plan*. As a final assignment, you will synthesize your learning in the course and present a
plan to guide your development in the future.

*Participation*. Participation will be rated by the instructor based on:
  1. Attendance - one class absence is permissible with no penalty to your participation grade.
     Additional absences will negatively affect your participation grade.
  2. Quality of contributions to the learning environment based on agreed upon expectations.
GRADING
Vision & Values Essay 30%
Class Exercises 20%
Book Circle 20%
Learning Plan 25%
Participation 5%

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>94+</td>
<td>90-93%</td>
<td>87-89%</td>
<td>84-86%</td>
<td>80-83%</td>
<td>77-79%</td>
<td>74-76%</td>
<td>70-73%</td>
<td>67-69%</td>
<td>64-66%</td>
<td>60-63%</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

CENTER FOR STUDENT LEARNING
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in speaking & writing skills, study strategies, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

DISABILITY ACCOMMODATIONS
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

COLLEGE OF CHARLESTON HONOR CODE & ACADEMIC INTEGRITY
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an
assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**INCLEMENT WEATHER POLICY**
If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

**MGMT 401 SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| Jan. 14 | **Topics:** Course Overview  
Resonant Leadership & Org Effectiveness  
Intentional Change  
**In Class Exercises**  
Making Connections  
Experiences with Change  
Who Helped Me Exercise |  |
| Jan. 21 | **Topics:** Discovering Your Ideal Self  
The Role of the Ideal Self in Sustained Change  
Leading with Values  
**In Class Exercises**  
Establishing Class Expectations (Psychological Contract)  
My Values & POQ Discussion | **Readings:**  
_Becoming a Resonant Leader_ (McKee, Boyatzis, & Johnston, 2008) - chapters 1 & 2  
**Assignment:**  
In _Becoming a Resonant Leader_, complete the following exercises to bring to class:  
1. My Values (p. 90-91)  
2. Philosophical Orientation Questionnaire (p. 94-103) |
| Jan. 28 | **Topics:** Discovering Your Ideal Self (con’t) | **Reading:**  
_Becoming a Resonant Leader_ - chapters 3 & 4 |
### Career Vision
Characteristics of the 21st century career
Work-life balance

**In Class Exercises**
SPEAKER – Navigating Your Early Career
Catch your dreams

**Assignment:**
In *Becoming a Resonant Leader*, complete the following exercises to bring to class:
1. My Noble Purpose (p. 74-76)
2. My Ideal Life (p. 80) and/or My Life in the Year 2025 (p. 81)
3. My Passion (p. 87) and/or My Calling (p. 88)

---

**Feb. 4**
**Topics:** Becoming a Change Agent
Coach Approach – active listening, asking good questions, providing feedback
Managing Emotions in Change

**In Class Exercises**
Coaching Real Play (ideal self)

**Reading:**
*Developing Resonant Leaders through El, Vision, & Coaching* (Boyatzis et al., 2013) – available on OAKS

**Assignment:**
Review completed exercises in chapter 4 of *Becoming a Resonant Leader* for common themes

---

**Feb. 11**
**Topics:** Leading with Emotional Intelligence
Affective Events Theory
Emotional & Social Intelligence

**In Class Exercises**
Identifying EI/SI competencies

**Reading:**
*Change Leadership: The Role of El* (Issah, 2018)
available on OAKS

**Assignments:**
Vision & Values Essay DUE (OAKS)

---

**Feb. 18**
**Topics:**
Management Decision-Making Simulation

**Reading:** Management Packet

**Assignments:**
Familiarize yourself with your employees & their performance, and be prepared to discuss HR issues in a management simulation (prepare your decisions)

Bring A/V equipment as discussed

ESCI-U ratings due

---

**Feb. 25**
**Topics / Exercises:**
Building High Functioning Teams & Orgs
Team Learning

**In Class Exercises**
Decision-Making Simulation Review

**Reading:**
*Teaming in the 21st Century* (http://hbswk.hbs.edu/item/7122.html)

**Assignments:**
Bring simulation videos & viewing equipment

---

**March 3**
**Topics:** Making the Most of Feedback
Emotional & Social Intelligence Review

**Reading:**
*5 Steps to Getting the Most Out of 360-Degree*
| March 10 | **Topics:** Organizational Change  
Organization Development & Change  
Book Circle Kick-Off | **Reading:**  
*Becoming a Resonant Leader* - chapter 5  
*Organization Development, Transformation, and Change* (Rothwell et al, 2015) available on OAKS  
*Book Circle book – 1st chapter or as instructed by mentor*  
**Assignment:**  
Complete Competency Analysis Guidebook (available on OAKS)  
Bring selected Book Circle book to class |
| March 17 | **SPRING BREAK** |
| March 24 | **Topics:** Real Self  
*In Class Exercises*  
Book Discussion Group  
Coaching Real Play (real self) | **Reading:** *NA*  
**Assignment:**  
In *Becoming a Resonant Leader*, complete the following exercises to bring to class:  
1. Personal Balance Sheet (p. 150)  
Also bring Competency Analysis Guidebook as a reference (completed last week) |
| March 31 | **Topics:** Crafting a Learning Agenda  
Goal setting  
Planning Styles  
*In Class Exercises*  
Book Discussion Group | **Reading:** *Becoming a Resonant Leader* - chapter 6  
**Assignments:**  
In *Becoming a Resonant Leader*, complete the following exercise to bring to class:  
1. My Planning Style (p. 156-157)  
2. Social Identities & Roles (p. 122-124) |
| April 7 | **Topics:** Resonant Relationships  
Mentoring Reconsidered  
Developmental Networks | **Reading:** *The Landscape of Mentoring in the 21st Century* (Kram & Ragins, 2007) available on OAKS |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>In Class Exercises</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14</td>
<td>Business as an Agent of World Benefit</td>
<td><strong>In Class Exercises</strong></td>
<td><strong>In Becoming a Resonant Leader</strong>, complete the following exercise to bring to class: Personal Board of Directors (p. 160) Developmental Network Questionnaire (available on OAKS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>In Class Exercises</strong></td>
<td><strong>Reading</strong>: <em>Creating Shared Value</em>, (Porter &amp; Kramer, 2011), available on OAKS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment</strong>: 1-page analysis of social change initiative using checklist on p. 13 of the “Driving Social Change” article. See Assignment on OAKS.</td>
</tr>
<tr>
<td>April 21</td>
<td>Book Circles: Best-selling Books in Business</td>
<td><strong>In Class Exercises</strong></td>
<td><strong>Reading</strong>: <em>NA</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment</strong>: Book Circle Presentations</td>
</tr>
<tr>
<td>April 28</td>
<td>FINAL</td>
<td></td>
<td><strong>Assignments</strong>: Learning Plan Due (OAKS) by 11:59pm</td>
</tr>
</tbody>
</table>