



BOSTON COLLEGE | Carroll School of Management **MGMT1021 Organizational Behavior**

Fall 2020 | Fulton Hall 453, <https://bccte.zoom.us/j/8503685735>
Mondays & Wednesdays 12 –1:15 (section 03), 1:30-2:45 (section 04),
4:30-5:45 (section 05)
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Virtual Office hours: Thursday 3 – 4 (or by appointment) at
<https://bccte.zoom.us/j/8503685735>

NOTE: Class schedule and assignments are subject to change. Please check Canvas!

OVERVIEW

This course aims to advance your understanding of organizations and people in organizations, with a specific goal of turning these understandings into concrete and entrepreneurial actions in and out of organizations. This course is designed considering where you will be in ten years from now. By then, you will be occupying key positions in your organizations – a middle manager in a corporation, a senior associate in a professional firm, a leader of a non-profit organization, or a founder of a startup – where your proactive actions will have substantial impact on the viability of your organization, your local community, and even your society. Even today, you are no longer living in an economy where strictly following job requirements guarantees your job security until retirement. Your future organization will most likely exist in a dynamic environment where it needs to constantly reinvent itself to survive, and to help your organization do it successfully, you will be responsible for forging ideas, strategies, and innovations from within, – the key role of an “intrapreneur.” By drawing from a diverse body of fundamental knowledge on organizations and people in organizations, this course will equip you with tools and experiences to become an effective intrapreneur.

COURSE PLAN

This course has four sub-modules that are organized around a semester-long group project on developing a social intrapreneurship proposal (see the details below). In the first module, you will learn the fundamentals for your semester-long effort towards a successful social intrapreneurship proposal. At the end of these warm-up sessions, you will have gained a basic understanding of work, working with people, working in groups, and developing new ideas.

The second module aims to help you understand the problems that contemporary business organizations are facing and can help alleviate. As the first step towards an innovative idea, you want to have an accurate diagnosis of the problems you are

addressing. The sessions in this module cover some of the most urgent problems in our society, including diversity, inequality, and corporate social responsibility.

In the third module, you now get to the core of your mission – coming up with a specific solution to address the problem that you will have chosen. The sessions in this module are meant to give you some critical building blocks for designing solutions. They include two sessions on motivation, two sessions on organizational structure, and a session on organizational culture. By putting together these building blocks, you will be able to imagine what specific changes you want to create within your organization to address the identified problem.

The last module is designed to help you implement your solution in your organization. A brilliant idea will be of no use unless you successfully implement it in your local context and turn it into a new reality in your organization. Through the sessions in this module, you will learn how to exert influence over others through negotiations, networks, social movements, and leadership.

COURSE MATERIALS

Harvard Business School Cases/Articles

They are available for your purchase at <https://hbsp.harvard.edu/import/754230>

Harvard Business Review Articles

You can download HBR articles for free in the following manner. Go to <http://library.bc.edu/>. Click the “Articles” tab and then enter the title of the article. Scan the list and find the right version of the article (if there are multiple versions). Click on “find it” button and then proceed to follow the links to the article.

Canvas

Over the course of the semester I will also post readings, assignment information, and slide decks on our course Canvas site.

LEARNING MODE

Given the extraordinary circumstances caused by COVID-19 pandemic, this course’s learning mode will be a hybrid of ‘hopscotch’ and ‘online.’ See the daily schedule below to check which sessions are hopscotch and which sessions are online (synchronous).

Hopscotch: For hopscotch sessions, half of the students will be in the classroom (Group M for Mondays, Group W for Wednesdays), and the other half will participate via Zoom (Group W for Mondays, Group M for Wednesdays) during our regularly scheduled class time. Typically, these are sessions in which students would generally benefit from active in-class discussions. You will be assigned to either Group M or W within the first two weeks of the semester. Boston College is highly committed to your safety and

continued learning. To ensure this, I ask you to be flexible and follow all University safety protocols during class, including wearing masks at all times and following social distancing requirements. Although class attendance remains as valuable and important as ever, you should only attend class in-person if you feel healthy and well that day; otherwise, you should attend remotely. Please be diligent in monitoring class communication via email and Canvas, and be ready to shift learning modes if it becomes necessary.

Online (synchronous): For online sessions, the entire class will meet online via Zoom during our regularly scheduled class time. Typically, these are sessions where we will do exercises and simulations, which are unavailable in a socially-distanced classroom environment (e.g., group discussions, debates, negotiation simulations, group presentations, pair exercises).

GRADING

Course grades will be determined as follows:

Group project (35%)

Exams (45%)

Class participation (20%)

Due to the challenging nature of this course and the school's grading guidelines for core courses, students in general can expect a grading distribution approximately as follows:

- 25-35 percent of students can expect to receive A's for excellent work
- 50-70 percent of students can expect to receive B's for good or very good work.
- 5-15 percent of students can expect to receive C's or less for adequate or below work.
- An average student should expect a grade around a B or B+.

Please note: These are general guidelines, and the actual grade distribution may differ from them.

GROUP PROJECT (35pts)

The semester-long group project is focused on helping you become a successful social intrapreneur in your future career. You will be assigned to a group in the beginning of the semester. With your group, you will pick an organization – it can fall anywhere from a Fortune 500 corporation to a local non-profit organization. Then you will come up with an idea that will enhance the organization's both financial and social/environmental bottom lines.

Specifically, in the earlier part of the semester, you will select an organization and a social/environmental problem that you could address by utilizing the organization's inherent capacities. At the mid-term group presentation, you will be asked to present the

problem you focus on, the organization you chose, and the potential solutions (i.e., how you will use the organization's capacity to address the problem you chose).

After mid-term presentations, you will develop the details of your solution. Remember, your solution should be able to enhance the organization's multiple bottom lines. That is, the idea needs to help the organization create greater social and environmental values, but at the same time, it should make financial sense – no critical damage in the short run and net positive financial impact in the long run. At the end of the third module, we will submit a draft of your Social Intrapreneurship Model that visually summarizes your solution.

Coming up with an idea is not the end but just a start. You will also be required to bolster your proposal by specifying how you will implement the idea in your organization. Based on the lessons from the last module of the course, you will build a specific action plan on how to implement the proposed solution in your organization.

Your group's performance will be assessed in various ways, including:

- Mid-term group presentation (group assignment; 4pts, 10/7)
- 1st mutual feedback survey (individual assignment; 4pts, 10/9)
- Draft Social Intrapreneurship Model (group assignment; 5pts, 11/9)
- Final group presentation (group assignment; 8pts, 12/7-12/9)
- 2nd mutual feedback survey (individual assignment; 6pts, 12/16)
- Final report (group assignment; 8pts, 12/16)

The grade is not entirely determined by group performance – depending on the quality of individual assignments and the degree of individual contributions to the group project, individuals in the same group will have different scores. See the separate Group Project Guide for more information.

EXAMS & CASE ANALYSES (45pts)

The course does not have a final exam but there will be two in-class midterm exams (1st midterm: 16pts, 2nd midterm: 18pts). You will have about 70 minutes to complete each exam, and they will consist of multiple-choice, short answer, and essay questions. Questions will cover materials from reading assignments, lectures, and class discussions.

The exams will be open-book and you will take the exam online (on Canvas) during a live Zoom meeting. Students who fail to take any of the exams, without prior permission, will not be given any make-up exams. If you are severely ill on the date of the exam or experience any other emergency situations, you absolutely should not take the exam. In this case, we will arrange an alternate exam.

In addition to exams, you are expected to submit three case analyses (1pt for the 1st analysis, 2pts for the 2nd analysis, and 3pts for the 3rd analysis) on Canvas by the deadline, which is 8am of each day of the affiliated class. For fairness, late submissions will be penalized. A separate guidance on case analyses will be posted on Canvas.

Finally, we will also have in-class quizzes throughout the semester. The quiz will essentially examine whether you read reading assignments and engage in the class. The quizzes in total will take up 5pts of the total grade.

CLASS PARTICIPATION (20pts)

An important course requirement is your attendance (5pts) and active participation in the class (15pts). There are two ways you can participate in the class: in-class and extra-class.

For in-class participation, you are expected to contribute to the class discussions, demonstrating your preparation by asking questions and by integrating the vocabulary and concepts from the readings into your comments. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation are discouraged and will be evaluated negatively. The best class comments:

- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- take into consideration the ideas already offered by others;
- offer support for arguments

For extra-class participation, you can email me anytime the materials in diverse formats (news/magazine articles, books, video/audio clips, etc.) that are specifically related to the class topics. Class participation will be evaluated based on your relative standing in the entire class's participation.

Because participation is so central, absences will negatively affect your grade. If you must miss a class or come late, please let me know via email before the class. Everyone gets one "free" missed class. After that, if you have to miss a class due to an external event, you must make up for each missed class by completing a write-up that describes what you learned from the event in relation to OB concepts. The write-up is due by the weekend following your absence (e.g., if you miss the Wednesday class, submit the write-up before the following Sunday 11:59pm). Failure to complete a write-up for a missed class will result in a reduction of one point from your class participation score (-1pt for each absence). Write-ups should include your name and section number, the class you missed, the date, and the lessons you learned. Write-ups should be typed

and no more than two pages of text (12 point Times Roman, 1.5 spacing, 1" margins). It is fine to use bullet-points format.

Given the current circumstances, absence due to family emergency or illness is excusable. Although class attendance remains as valuable and important as ever, you should only attend class in-person if you feel healthy and well that day. You should only attend class in-person on your assigned days; otherwise you should attend class remotely using Zoom. In the case of illness or other pandemic-related absences (e.g., quarantine), please notify me through email as soon as possible so that your attendance is not mistakenly affected.

This class will be recorded by the instructor to assist students enrolled in the class who miss any sessions due to an excused absence, such as illness. In addition, the recordings can be a resource for all students who would like to review the material covered in class. All recordings will be stored within the Canvas site and will only be available for viewing by members of this course. Students may not record/stream video or audio, or take photos in the classroom, or share portions of any recorded video or audio of the class with anyone outside the class except with the written permission of the instructor and such other permissions as may be required by law or University policies.

Importantly, the class is designed based on the assumption that you have read and thought about the assigned material – the class won't necessarily review the material but proceed assuming that you read it all.

ACADEMIC INTEGRITY

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their own work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process. All students are expected to understand the university's policy about academic integrity; it can be found at: [Undergraduate Academic Integrity Policy and Procedures](#). Any violations of this policy will result in the student receiving penalties as prescribed by the university.

SPECIAL ACCOMMODATIONS

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Rory Stein, (617) 552-3470, rory.stein@bc.edu, in the Disability Services Office regarding all

other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations. If you are feeling stressed, having challenges managing your time, sleep, or making choices around alcohol and food, the Office of Health Promotion (OHP) offers Individual and Group Health Coaching appointments with a trained Health Coach. Please reach out by going to the Health Promotion website or walk over to Gasson 025 and talk with a staff member. University resources can be found at this link: [Accommodations for Students](#).

TECHNOLOGY SUPPORT

You may call the BC Technology Help Center at (617) 552-HELP (4357), email help.center@bc.edu, live tech support chat, or visit the Technology Help website at www.bc.edu/help. Staff at the BC Help Center are always available to help you. You can get technology help regardless of where you buy your computer.

DAILY SCHEDULE

Module 1. Fundamentals

#	Date	Topic	Learning Mode	Preparations
1	8/31	Introduction	Online	
2	9/2	Why work?	Online	<ul style="list-style-type: none"> • Merton, "Learning to Live" (Canvas) • Bronson, "What Should I Do with My Life?" (Canvas)
	9/7	NO CLASS: Labor Day		
3	9/9	Understanding yourself (personality and individual differences)	Online	<ul style="list-style-type: none"> • Robbins & Judge, "Chapter 5: Personality and Values" in <i>Essentials of Organizational Behavior</i> (pp. 65-78) (Canvas) • Gladwell, "Personality Plus" in <i>The New Yorker</i> (Canvas) <p>Bring your personality test results to class</p>
4	9/14	Thinking and feeling in organizations	Hopscotch (Group M in classroom)	<ul style="list-style-type: none"> • Bazerman & Moore, "Chapter 1: Introduction" and "Chapter 3: Common Biases" in <i>Judgment in Managerial Decision Making</i> (Canvas) • "Homo Economicus" on <i>Wikipedia</i> (Canvas)
5	9/16	Working in teams	Online	<ul style="list-style-type: none"> • Hill & Farkas, "A Note on Team Process" (HBS) • Eisenhardt, Kahwajy, & Bourgeois, "How Management Teams Can Have a Good Fight" in <i>Harvard Business Review</i>

6	9/21	Ideation process	Online	<ul style="list-style-type: none"> • Osterwalder & Pigneur, "Ideation" and "Visual Thinking" in <i>Business Model Generation</i> (Canvas) • Sarasvathy, "What Makes Entrepreneurs Entrepreneurial?" (Canvas) • Submit group process blueprint (Canvas)
7	9/23	Organizing for change	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Davis & White, Chapter 2 in <i>Changing Your Company from the Inside Out</i> (Canvas) • Osterwalder & Pigneur, "The 9 Building Blocks" in <i>Business Model Generation</i> (Canvas) • "IBM: The Corporate Service Corps" (HBS) • Submit case analysis by 8am (Canvas)

Module 2. Understanding problems

#	Date	Topic	Learning Mode	Preparations
8	9/28	Diversity in organizations	Hopscotch (Group M in classroom)	<ul style="list-style-type: none"> • Rivera, "Chapter 9: Talking It Out" in <i>Pedigree</i> (pp. 211-231) (Canvas) • Phillips, "How Diversity Makes Us Smarter" in <i>Scientific American</i> (Canvas)
9	9/30	Inequality in and around organizations	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Frick, "Big Companies Don't Pay as Well as They Used To" (HBS) • Do the simulation at http://playspent.org
10	10/5	Organization and society	Online	<ul style="list-style-type: none"> • "Cynthia Carroll at Anglo American (A)" (HBS) • Articles for debate (Canvas) • Submit case analysis by 8am
11	10/7	Midterm group presentations	Online	<ul style="list-style-type: none"> • Fill out 1st group project mutual feedback survey (Canvas, 11:59pm on 10/9)
12	10/13	TUESDAY Midterm review I	Hopscotch (Group M in classroom)	
13	10/14	Midterm exam I	Online	

Module 3. Designing change

#	Date	Topic	Learning Mode	Preparations
14	10/19	Submission	Hopscotch (Group M in classroom)	<ul style="list-style-type: none"> • No Reading

15	10/21	Motivation theories	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Robbins & Judge, "Chapter 7: motivation concepts" in <i>Essentials of Organizational Behavior</i> (Canvas) • Hackman & Oldham, "Chapter 4: Motivation through the Design of Work" in <i>Work Redesign</i> (Canvas)
16	10/26	Motivation in practice	Hopscotch (Group M in classroom)	<ul style="list-style-type: none"> • Bryant & Wong, "Gravity Payments: Setting the world or itself on fire?" (Canvas) • Submit case analysis by 8am (Canvas)
17	10/28	Formal structure	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Bernstein & Nohria, "Note on organization structure" (HBS)
18	11/2	Informal structure	Hopscotch (Group M in classroom)	<ul style="list-style-type: none"> • Davis & White, Guide to Assessing Networks in Organizations (Canvas)
19	11/4	Culture	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Van Maanen, "The Smile Factory" (Canvas) • Optional: Christensen & Shu, "What is an Organization's Culture?" (HBS)

Module 4. Implementing change

#	Date	Topic	Learning Mode	Preparations
20	11/9	Influencing others through negotiation	Online	<ul style="list-style-type: none"> • Fisher, Ury, & Patton, "Chapter 1: Don't Bargain over Positions" and "Chapter 3: Focus on Interests, Not Positions" in <i>Getting to Yes</i> (Canvas) • Submit draft Social Intrapreneurship Model to Canvas by 11:59pm
21	11/11	Influencing others through networks	Hopscotch (Group W in classroom)	<ul style="list-style-type: none"> • Uzzi & Dunlap, "How to Build Your Network" in <i>Harvard Business Review</i> • Optional: Gladwell, "Chapter 2: The Law of the Few" in <i>The Tipping Point</i> (Canvas)
22	11/16	Influencing others through leadership in action	Online	<ul style="list-style-type: none"> • George et al., "Discovering Your Authentic Leadership" (Canvas) • Review your client's leadership report
23	11/18	Influencing others through movements	Online	<ul style="list-style-type: none"> • Watch the pre-recorded lecture video
24	11/23	Group project check-in	Online	
	11/25	NO CLASS: Thanksgiving		

25	11/30	Midterm review II	Hopscotch (Group M in classroom)	
26	12/2	Midterm exam II	Online	
27	12/7	Final group presentations I	Online	
28	12/9	Final group presentations II	Online	<ul style="list-style-type: none"> • Fill out 2nd group project mutual feedback survey by 12/16 • Submit group project final report by 12/16

Fall 2020 Organizational Behavior Calendar
(Shaded: hopscotch sessions; Clear: online sessions)

Monday	Tuesday	Wednesday	Thursday	Friday
August 31 Intro	September 1	September 2 Why Work?	September 3	September 4
September 7 Labor Day No Class	September 8	September 9 Understanding Yourself <i>Personality Test Results to Class</i>	September 10	September 11
September 14 Thinking and Feeling in Orgs	September 15	September 16 Working in Teams	September 17	September 18
September 21 Ideation Process <i>Group Process Blueprint (11:59pm)</i>	September 22	September 23 Organizing for Change <i>Case Analysis I (8am)</i>	September 24	September 25
September 28 Diversity	September 29	September 30 Inequality	October 1	October 2
October 5 Orgs and Society <i>Case Analysis II (8am)</i>	October 6	October 7 Midterm Group Presentation	October 8	October 9 <i>1st Mutual Feedback (11:59pm)</i>
October 12	October 13 Midterm Review I	October 14 Midterm Exam I	October 15	October 16

October 19 Submission	October 20	October 21 Motivation Theories	October 22	October 23
October 26 Motivation in Practice <i>Case Analysis III (8am)</i>	October 27	October 28 Formal Structure	October 29	October 30
November 2 Informal Structure	November 3	November 4 Culture	November 5	November 6
November 9 Negotiation <i>Draft Social Intrapreneurship Model (11:59pm)</i>	November 10	November 11 Networks	November 12	November 13
November 16 Leadership in Action	November 17	November 18 Movements	November 19	November 20
November 23 Group Project Check-in	November 24	November 25 Thanksgiving No Class	November 26	November 27
November 30 Midterm Review II	December 1	December 2 Midterm Exam II	December 3	December 4
December 7 Final Group Presentation I	December 8	December 9 Final Group Presentation II	December 10	December 11
December 14	December 15	December 16 <i>Final Report & 2nd Mutual Feedback (11:59pm)</i>	December 17	December 18