

## **ORGANIZATIONAL BEHAVIOR (OB)**

Academic Year: 2013/2014

Semester: 1st

Instructor(s): Francesco Sguera (Regent: Theory)  
 Âtina Alves da Cunha (Practice sessions)  
 Paulo Baptista da Silva (Practice sessions)

### **COURSE DESCRIPTION:**

This course will introduce students to the field of organizational behavior – an interdisciplinary field at the very core of management studies dedicated to better understanding and managing people at work. We will examine organizations by looking at the behavior of individuals, groups and organization-level phenomena, such as structure and culture. Through cases, class activities, lectures, and assignments, the course will engage students to reflect and apply organizational behavior concepts, theories, and practices to a variety of real-life organizational settings.

In the process of learning the theory of organizational behavior, students will discuss experiences of known organizations. Course projects and exercises are aimed at helping students develop skills of reading comprehension, critical reasoning, problem solving and communication applied to work-related issues. The discipline is fundamental to preparing students for the complexities of their future work in business organizations.

### **COURSE CONTENT:**

<i>Introduction</i>	The world of OB
<i>The Organization</i>	Organizational structure Organizational culture Organizational communication
<i>The Individual</i>	Values, attitudes, and job satisfaction Social perception and attributions Motivation Employee misbehavior and stress
<i>The Group</i>	Groups and teams Power, influence, and politics Leadership

### **COURSE BIBLIOGRAPHY**

- Ivancevich, Konopaske, and Matteson  
**Organizational Behavior and Management**, 10th edition, McGraw-Hill (**Required**)
- Kinicki, A., and Kreitner, R.  
**Organizational Behavior**, 8th Edition, McGraw-Hill/Irwin, New York (**Addendum/Slides**)
- McShane, S. L., and Von Glinow, MA.  
**Organizational Behavior**, 5th Edition, McGraw-Hill/Irwin, New York (**Addendum/Slides**)



## **PRACTICE SESSIONS**

<b>Objectives</b>	<ul style="list-style-type: none"><li>• To become familiar with practical applications of the material learned in theory classes</li><li>• To develop skills of reading comprehension and problem solving</li><li>• To develop critical reasoning and analytical skills</li><li>• To develop presentation and communication skills</li><li>• To experience teamwork</li></ul>
<b>Structure</b>	<ul style="list-style-type: none"><li>• Preparation of case study reports and class presentations</li><li>• Development of course project</li><li>• Group exercises</li><li>• Participation in online research studies</li></ul>

## **COURSE REQUIREMENTS:**

### **TEAMWORK**

Students are expected to form teams of 2 to 4 members, and be ready to coordinate efforts on team assignments, develop intrateam incentives for performance, give each other feedback, evaluate each other's work effort, and maintain an environment that rewards creativity and discipline.

### **ATTENDANCE**

Attendance of theory classes and practice sessions is important in this course because of the teamwork format and reliance on experiential learning.

Moreover, students will gain first-hand experience of the research process in the area of organizational behavior by participating in several online studies designed by the CLSBE faculty. Student participation in online studies will be documented and will contribute to the student's attendance record.

**50% of attendance in the theoretical classes and 50% of attendance in the practical sessions will be required to participate in the final exam.**

### **Participation in online studies**

Student participation will be anonymous. Team leaders will keep a registry of student pseudonyms which will identify them in online questionnaires. Course instructor will receive information about the pseudonyms of those who have participated in a specific study and pass this information on to team leaders. Team leaders are then responsible for keeping track of each team member's participation in online studies throughout the course. This will be submitted to the instructor at the time of final exam. Percentage of studies completed will constitute 40% of the attendance grade for the course.

### **Student pseudonym for participation in online studies:**

It is important that students identify themselves using their pseudonyms, as team leaders will verify participation in each online questionnaire using these pseudonyms. To insure anonymity, team leaders will never have access to any survey data. At the same time, the course instructor and survey administrators will never have access to the information that team leaders have on pseudonyms of individual team members. STUDENT PSEUDONYMS WILL BE COMPOSED OF THE FOLLOWING PARTS:

[day and month of your mother's birthday, e.g., 0111 for Nov.1] **followed by**

[day and month of your father's birthday] **followed by**

[initial of your mother's first name, e.g., M for Mariana] **followed by**



## **PARTICIPATION**

Students are encouraged to participate in class exercises (theory classes and practice sessions), and case study presentations. Experiential learning is an integral part of this course. Some class exercises will be graded and contribute to the students' class participation grade.

In 2005, Steve Jobs gave a speech at Stanford's Commencement. His main advice to young students like you was simple: "Stay angry, Stay foolish!" <http://www.youtube.com/watch?v=D1R-jKKp3NA> When you participate in the class: be curious; be inquisitive; open yourself up to new information and ideas; assume the responsibility for your own development, and use your teachers, the content of the course, and the interactions with your colleagues to facilitate this process.

[initial of your father's first name, e.g., M for Miguel]

So, **a sample valid pseudonym would be 01110311MM.**

## **CASE STUDY ANALYSIS (CASE STUDY REPORT + CASE STUDY PRESENTATION)**

Each student team will analyze one case study, prepare a case study report, and present the results of the case study analysis. Good teamwork is fundamental to the successful completion of this task.

### **CASE STUDY REPORTS**

Format. Your case study reports must have a cover page presenting the case title, the names of the team members and your team id, plus **a maximum of FIVE pages** of the report body (stapled); Font size: 12 (Times New Roman, Arial)

Contents. The report should consist of the following parts:

*Introduction* – one paragraph summarizing key details of the case and highlighting what your team considers to be the critical points in the case (“What’s it about?”).

*Analysis* – the most important part of the case, in which case questions are answered in light of the theories learned. Your case analysis should be written as if you are writing a report to give to your manager at work. You need to persuade your manager that your analysis is not only a personal opinion but an opinion based on sound analysis and preparation. You have to demonstrate the ability to use the theoretical material and proper OB terminology.

*Conclusions* – this is where you explain why your plans, suggestions, predictions and/or conclusions need to be acted upon by the manager. You may also conclude by summarizing key lessons learned from the case study and explaining their importance.

*Bibliography* – you need to reference all the bibliography used for your case study report. [Guidelines to proper referencing are attached below.]

**DEADLINE: At the beginning of Class Case Presentation** (according to Practice Sessions Plan)

**EVALUATION CRITERIA.** Case study reports will be evaluated on:

- The demonstrated ability to summarize and analyze information
- Adequate use of theories and terminology of organizational behavior
- Innovativeness and soundness of analysis, conclusions and proposed solutions

Some SUGGESTIONS:

- Read the case through once quickly to gain an overview. Then read it more carefully.
- Read the textbook and any other relevant reading materials that may provide you with theoretical



framework for considering the issues in the case.

- As you go over the information that is available to you, write down important points and ideas that you might want to include in the analysis.
- Meet with your team to develop a plan for your case analysis. The first meeting should include planning for who is going to do what, and when and how often the team will meet.
- Make sure that you schedule meetings with your team members to discuss each of the proposed solutions to the case, even if the solution was prepared primarily by a single team member. Without a proper discussion, the solution will, most likely, be incomplete or flawed.
- Answer each of the case questions very thoughtfully. You are evaluated on your insight into practical situations and your application of OB theories.

### **CASE STUDY PRESENTATION**

#### ***Duration / Components:***

- Class Quiz and debrief (5/10 min) + Presentation (15 min) + Discussion (10/15 min) +
- Class analysis / “cold call” feedback session (20/25 min, including: 10 min preparation time and 5 min presenting team “defense”) +
- Instructor comments and feedback to the class (15 / 25 min)

*Class quiz* – the presenting team will prepare a 5 min quiz about the content of the case study to test whether the class had read the case study. Correct answers will be shown, and quiz grades will contribute to the students’ participation grade for the course.

*Presentation* – structure your presentation as you structure the case study report. Always begin by covering what the case study describes and why it is important to read it. Then, proceed with answers to case questions. Each member of the team has to be active at some point during the presentation (e.g., answers to each case question can be presented by a different member of the team).

*Discussion* – Prepare questions for the class to answer/discuss following your presentation (e.g., point out the weak points of your own analysis, relate your conclusions to other workplace situations, personal experiences, etc.).

*Group analysis/“Cold call” feedback session* – The class will be divided in several groups to prepare for the feedback session, pointing out at least 3 strongest and 3 weakest points of the case study analysis presented. “Cold call” means the student that will be called upon to speak will receive no warning until after the group analysis session. This class performance on this feedback session can contribute to participation grade for the course.

*Instructor Feedback* – The instructor will give feedback on the quality of class interaction and ways of improving such interaction in the future. The instructor will emphasize the lessons learned from the specific case study presentation. At this point, all instructor feedback will be qualitative (no specific grades are being announced at this time).

**EVALUATION CRITERIA** – Case study presentations will be evaluated to the following criteria:

- Demonstrating understanding of the case study
- Proper use of course theories and terminology
- Presentation skills (the ability to convey information in a clear manner, listen to your audience, express personal opinions, argue, etc.)
- Value added (e.g., use of additional bibliography, expert opinions, exploration of applications to Portuguese reality, discussion of similar situations from recent news, etc.)

**PLEASE: hand in a copy of your presentation to your instructor**

**There is one rule to keep in mind:** unjustified failure to be ready on the day of your presentation will result in a score of “0”.



### **COURSE PROJECT – CASE STUDY DEVELOPMENT**

Each student team will pursue one project. Case studies should address one of the topics of the course. The case study will apply theories of organizational behavior to the organizational events/phenomena in Portugal or of international visibility.

Specific practice sessions (“In-class project work”) will be dedicated to support teams developing their projects.

Consider the following *SAMPLE TOPICS FOR THE CASE STUDY DEVELOPMENT TASK*:

#### The organization

1. The Caloiros experience: getting to know Católica’s culture
2. Building a culture of creativity: the case of the Lisbon MBA
3. Contrasting cultures: ... vs ... (compare organizational cultures of two different organizations)
4. Organizational structure on the move: the case of ... (examine a case of a change in the organizational structure of a company)

#### The individual

1. Offering a better service: an issue of motivation (e.g., some malfunctioning service)
2. Against all odds: the case of ... (hint: about a person who has achieved a lot in spite of many difficulties)
3. Goal setting in practice: the case of ... (hint: about an organization or a process that uses specific, measurable, attainable, results-oriented and time-bound goals to motivate behavior, e.g., funding research: FCT grant proposal contest and evaluation)
4. I wanted to earn my bonus: the case of Jerome Kerviel

#### The group

1. The OB experience: how our team worked (can be chosen multiple times)
2. The OB experience: teamwork failures
3. A Portuguese leader (hint: choose a leader you can find information about, e.g., Francisco Veloso)
4. An influential person: the case of ... (hint: examine a case involving power abuse)

Please, respect the following **GUIDELINES**:

- Type your case study using size 12 (font: Times New Roman; Arial) and do not exceed 10 pages of text.
- Add 3-4 questions at the end of the case study, involving the use of theories of organizational behavior.
- Attach a note (maximum 5 pages) including the answers to the case study questions.
- Provide full acknowledgement of sources of information used in the preparation of the case study (i.e., bibliography).
- Attach, if possible, one or two newspaper articles on the topic (this may not be applicable to certain case studies, e.g. those based on personal experiences).

**EVALUATION CRITERIA.** Case studies will be evaluated on:

- The demonstrated ability to summarize and analyze information (use of diverse sources of information, analysis of personal experience, presentation of sufficient information for answering the questions of the case)
- Originality of questions posed, and adequate use of theories and terminology of organizational behavior in the proposed solutions

#### **DEADLINE: Last practice session**

BEST CASE STUDIES will be edited with the help of course instructors and published with explicit recognition of student authorship. These will serve as teaching materials in future courses of Organizational Behavior. This year we are grateful to Barbara Fernandes, Danai Angelopoulou, Ines M. Leal, Antonio L. Henriques and Nuno C. Martins for their case *“Being a queen is not who I am, it’s what I do”*: *The story of Queen Rania*, and to Catarina Veiga, Ivo Mendonca, Joana Reis, and Sofia Paulitos for their case *Barney Scholes: One life, Second Life*.



### **FINAL EXAM (2<sup>ND</sup> MID-TERM)**

The final exam will take place on \_\_\_\_\_ (“2a Frequencia”). The make-up exam (“Exame Final”) is scheduled for \_\_\_\_\_. Admission to the make-up exam will be given to students who have attended at least 50% of theory classes, 75% of practice sessions, participated in all online studies, and failed the final exam (*grade > 8 and < 10*).

If students decide to take the make-up exam, their grade on the make-up exam will replace their overall course grade with ONE IMPORTANT CONDITION: the new grade will never exceed 1.5 times the grade for all teamwork projects (i.e., the average of case study report and presentation grade and the course project grade).

### **GRADING:**

#### **OVERALL GRADE:**

- Case study analysis (written report and oral presentation) = 20% \* (please, see the note “on team grades”)
- Course project = 20% \* (idem)
- Attendance (theory, practice, and online studies) = 10%
- Participation = 10%
- Final exam (2<sup>a</sup> Frequência / 2<sup>nd</sup> Mid-term exam) = 40%

Because of how many grades contribute to the overall grade for the course (attendance, participation, case study report, case study presentation, course project, and final exam), the overall grade for the course will be computed in Excel given importance weights above, and will be reported as rounded by Excel. No discussion of different rounding procedures will take place because differences of even a few decimal points are meaningful in this case.

**NOTE: 50% of attendance in the theoretical classes and 50% of attendance in the practical sessions will be required to participate in the final exam.**

#### **\* On Team Grades**

Both case study reports and presentations, and the course project, are graded in terms of team’s average grade. Teams are free to set up rules that will determine grades of individual team members depending on each member’s contribution to the team project. Team leader will report to the instructor the team’s final decision regarding the allocation of grades among the individual team members on the day of case study presentation (for case study reports/presentations) and upon submission of the course project (for course project) respectively. The report has to be signed by the team leader, and all team members must be informed about the grade allocation decision. Please, note: teams must inform all members and the course instructor of their intentions to give “extreme allocations”, i.e. where any member receives less than 20% (in groups of 4) of the grade 3 days before the submission of the grade allocation decision.

For example, a grade of 16 given to a team consisting of 4 members, means that team members can distribute a total of  $16 \cdot 4 = 64$  points.

- If team members feel that they contributed equally to the project, then each member will receive 25% of 64 points, i.e. a grade of 16.
- If team members feel that contributions to the project represented only 10% by member A, and 30% each by members B, C and D (equal contributions by other team members), then member A’s grade will be  $64 \cdot 10 = \text{appx.}6$  points, and the other members will get a grade of  $64 \cdot 30 = \text{appx.}19$  points.
- If team members feel that member A has made an outstanding contribution to the project compared to other team members, who also worked hard, then they may decide to assign 31% of the grade to member



A (leading to a maximum grade of 20 for that member), and 23% to each of the remaining members (leading to a grade of 15 for each of them).

Team leaders are encouraged to seek help and approach course instructors for advice in cases when the team may face difficulties in deciding on the proper distribution of grades.

**PLAGIARISM: There is a zero tolerance policy on plagiarism. If caught plagiarizing, students will automatically fail the course.** (please, see the following Appendix – Referencing guidelines)

## **APPENDIX**

### **REFERENCING GUIDELINES**

Here are some basic reference forms to get you started. These forms follow the guidelines of the *American Psychological Association* (read more about it on [www.apastyle.org](http://www.apastyle.org)).

#### **Journal article:**

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141–1147.

#### **Book:**

Nicol, A. A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

#### **Book chapter:**

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

**ATTENTION:** please, respect these guidelines and ask instructors for help when in doubt about how to reference a source of information – plagiarism is absolutely inadmissible, and the detection of plagiarism will lead automatically to course failing.



**BIOGRAPHY:**

Francesco Sguera earned his Ph.D. in Business Administration, M.S. in Management and Web Technology, and M.A. in Political Science at the University of Bologna. He spent six years as invited visiting scholar and post-doc research fellow at the Ross School of Business (*University of Michigan*). He also worked as a research assistant for INSEAD until August 2012. He recently joined Católica Lisbon School of Business and Economics as assistant professor of organizational behavior. His research interests deal with the role of employees' emotions, identification, and ethics for organizational performance.

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**Contact(s) and Office hours:**

By appointment, send an email to [fsguera@ucp.pt](mailto:fsguera@ucp.pt)

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**This syllabus may be subject to change.**

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