

## **BUAD 870: Leadership and Organizational Behavior**

Fall, 2011, Section 51  
Tuesdays 6:00-8:45pm (LEH 125)

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Text: Robbins, S. P., & Judge, T. A. (2011). Organizational Behavior, 14<sup>th</sup> ed..  
Pearson Prentice Hall.

HBS Cases: The Treadway Tire Company: Job Dissatisfaction and High Turnover at the  
Lima Tire Plant  
Harrah's Entertainment, Inc: Rewarding Our People  
C&S Wholesale Grocers: Self-Managed Teams  
Accuform: Ethical Leadership and Its Challenges in the Era of Globalisation

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### Course Goals

Learn valid principles and practices regarding leadership and employee behavior in organizations, especially those pertaining to job-related attitudes, personality, motivation, and work teams. Understand how these apply to real work settings and how they provide competitive advantage.

### Course Requirements

Evaluation of student performance will involve the following:

Weekly quizzes (10 @ 5%)	50%
Presentations	25%
Participation	25%

### Other Information

See page 2 for the schedule, pages 3 and 4 for details on course requirements, page 5 for information on absences, and page 6 for the university policy on academic misconduct.

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## SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Chapters</b>
1 (8/30/11)	Introduction to organizational behavior	1
2 (9/6)	Attitudes and job satisfaction (Quiz 1) Quiz 1 over Chapter 3; <i>Case 1: Treadway Tire Company</i>	3
3 (9/13)	Emotions and moods Quiz 2 over Chapter 4;	4
4 (9/20)	Personality and values Quiz 3 over Chapter 5; <i>Presentation 1: Managing Emotions</i>	5
5 (9/27)	Perception and individual decision making No quiz! <i>Presentation 2: Managerial Decision Making</i>	6
6 (10/4)	Motivation concepts Quiz 4 over Chapters 6 and 7 <i>Case 2: Harrah's Entertainment Case</i>	7
7 (10/11)	Motivation applications Quiz 5 over Chapter 8; <i>Presentation 3: Enhancing Motivation</i>	8
8 (10/18)	NO CLASS	
9 (10/25)	Foundations of group behavior Quiz 6 over Chapter 9; <i>Presentation 4: Leading Teams</i>	9
10 (11/1)	Understanding work teams (no quiz) <i>Case 3: C&amp;S Wholesale Grocers Case</i>	10
11 (11/8)	Leadership Quiz 7 over Chapter 12 <i>Presentation 5: Becoming a Better Leader</i>	12
12 (11/15)	Power and politics Quiz 8 over Chapter 13; <i>Case 4: Accuform</i>	13
13 (11/22)	THANKSGIVING BREAK	
14 (11/29)	Foundations of Organizational Structure Quiz 9 over Chapter 15	15
15 (12/6)	Organizational culture Quiz 10 over Chapter 16	16

## Notes on course requirements

- The purpose of the quizzes is to encourage students to study the book. This is essential to learning the material and applying it to cases and other class activities. Ten quizzes will be given but your average will be based on 9 because your lowest score will be dropped. Quizzes will be given during the first 30 minutes of class.
- The research presentation will involve your team summarizing and discussing a recent (2005-2010) and relevant article. In addition to explaining the article, a major objective is to integrate the ideas and findings from the article with other class material (book, cases, etc.). The presentation will typically be 45-60 minutes long and may include PowerPoint slides, handouts, class discussion, Q&A, and any other activities the team finds pertinent to thoroughly communicating the key points of the article and linking them to other class material. The sample feedback form on the next page identifies the criteria on which you will be assessed. You may choose an article from any of the following sources.

### Scientific Journals

*Journal of Applied Psychology*  
*Academy of Management Journal*  
*Personnel Psychology*  
*Journal of Management*  
*Journal of Organizational Behavior*

### Practitioner Journals

*Harvard Business Review*  
*Academy of Management Perspectives*  
*California Management Review*  
*Sloan Management Review*

- The below scale will give you an idea about how I will approach the task of assigning participation grades.
  - A. Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.
  - B. Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.
  - C. Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.

D/F Like a C, but with substantial unexplained absences that kept you from participating.

- Over the years, the meaning of grades has become distorted by grade inflation (the tendency of some teachers to give artificially high grades). This has led many students to consider anything less than an “A” as unsatisfactory. However, in this class, a “C” is a respectable grade, a “B” represents a good grade, and “As” are reserved for truly extraordinary accomplishments.

## SAMPLE FEEDBACK FORM: PRESENTATION ON CURRENT ARTICLE

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*Your Name*

*Following the team's presentation, answer the following questions as objectively and fairly as you can. Your responses will be kept strictly confidential: In providing feedback to the team, your numerical ratings will be averaged with those of the rest of the class. Your written comments will be provided to the team, but your name will not. In addition to serving as feedback, your assessment will be used to help determine the grade for the group. Thanks for your input!*

*In answering the questions below, please use this scale:*

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*1 = strongly disagree*

*2 = disagree*

*3 = slightly disagree*

*4 = neither agree nor disagree*

*5 = slightly agree*

*6 = agree*

*7 = strongly agree*

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*Put the number that best represents your judgment in the blank space that precedes each question.*

\_\_\_\_\_ The team provided a clear, understandable summary of the article.

\_\_\_\_\_ In discussing their topic, the team clearly identified implications for leadership.

\_\_\_\_\_ The team used effective methods to help us understand and appreciate the importance of the ideas.

\_\_\_\_\_ The team effectively integrated points from the article to material from the textbook. That is, they supplied links or bridges from the article to the ideas discussed in the book.

\_\_\_\_\_ The team integrated points from the article to other class material (e.g., cases, class discussion).

\_\_\_\_\_ The presentation held my interest – it was not boring.

\_\_\_\_\_ This was a good choice of articles for the topic.

In the space below (continuing on the back), provide any other comments (positive and/or negative) that you believe should be considered in arriving at an accurate, fair score for this team. Please write legibly and in complete sentences.

## **Student Class Attendance and Excused Absences (from the current Faculty Handbook)**

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evenings before and the first two days of Passover in the spring semester. Absences on religious holidays listed in University calendars is recognized as an excused absence. Nevertheless, *students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.*

*Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.* Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

*Absences due to serious illness or death within a student's family, or other serious family emergency, are recognized as excused absences. To validate such absences, the student should present evidence to the Academic Advising Office in 102 Purnell Hall (phone: 831-4369). The office will then provide a letter of verification to all of the student's instructors for the term.*

*Absences due to serious personal illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Academic Advising Office. Supportive evidence will be provided on the student's request by the Student Health Service directly to the respective Dean.* Students who experience long-term absences of a week or more should consult with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give guidance in these matters.

*For relatively minor, short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class, following the directions of the instructor provided at the start of the term.*

Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

## **Academic Integrity and Student Dishonesty (excerpted from the Faculty Handbook)**

Academic integrity is a fundamental responsibility of all members of the University community. Faculty and students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Delaware that all acts or attempted acts of alleged student academic dishonesty be reported to the Office of Judicial Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases, though reported to the Office of Judicial Affairs, may be resolved within the confines of the course. All others will be adjudicated within the university judicial system.

It is essential that every faculty member make it clear to students that academic dishonesty will not be tolerated. A brief discussion at the beginning of each term should affirm the importance of academic integrity and indicate that the instructor is aware of the problems of academic dishonesty and is sensitive to it, is willing to clarify as carefully as possible what constitutes plagiarism, and will take action not only to prevent cheating but to bring charges against students suspected of violations.