



BUS211C: People and Organization Spring 2024

Course Introduction


Course Title	People and Organization
Course Code	BUS211C
Credit Hours	3
Semester & Year	Spring 2024
Pre-requisites	None

Class Type	Section	Days	Time	Room
Lecture	003	Tuesday/Thursday	10:30-12:00	904

Instructor

Instructor	Dr. Sarah Lee
Office	201
Consultation Hours	Tuesday 1-2pm (or by appointment)
Email	sarah.lee@solbridge.ac.kr

Mission Map

Mission Based Goals	Approximate % of Course Content
	20%

Asian Expertise	10%
Creative Management Foundation	25%
Cross Cultural Competence	20%
Social Responsibility	25%
Total	100%

SolBridge Mission & Course Objectives

Through research and scholarship SolBridge International School of Business aims to educate students so that they acquire the five mission-based competences –Global perspectives, Asian expertise, Creative management foundation, Cross-cultural competence and Social responsibility (GACCS). This course, through the understanding of managing people in various types of organizations worldwide, seeks to enhance all of the five mission-based competences, especially the global perspective and creative management mind.

The purpose of this course is to understand human behavior in organizational settings. We will discuss issues regarding how individuals in organizations behave (individual-level issues), how they interact with each other in teams or groups (group-level issues), and how the organization systems, structures and processes work (organizational-level issues). We will examine theories and models that describe and predict behavior in organizations, as well as practical application of the theories.

In this course, you will learn how managerial and organizational processes work using behavioral sciences. You will examine the role and dynamics of individual and group interactions. You will analyze workplace behavior and culture to improve motivation and commitment, job satisfaction, team dynamics, and organizational design. You will use behavioral models to understand how to improve leadership and effect change management.

Course Description

The goal of this course is to explore the role that humans play in the functioning of organizations. Organizations are complex systems which increase in complexity as they expand globally, gain international employees, and develop multi-level relationships with international suppliers, communities and other stakeholders.

This course examines the role that managers and leaders play in influencing human behavior in organizations, with an emphasis on real world application through experiential learning. We will take an evidence-based approach to understanding human behavior – for example, what motivates people to perform well, how people make complex decisions, what role power and hierarchy play in groups – and how these behaviors affect key organizational outcomes. Ethical dimensions of employer-employee relations within international businesses are examined to hone students' moral reasoning as leaders in a dynamic world.

Students will have access to cutting edge research through their current textbook and resources. They will engage in an interactive learning environment in the classroom with discussions, simulation, and activities. Students will be asked to consider their values and the meaning of work, culminating in a final reflection paper. They will work on project teams to practice skills and strategies needed on global teams, including collaboration across diverse perspectives, conflict resolution, mutual accountability and on-going feedback.

Required Course Materials

- Organizational Behavior: Bridging Science and Practice, version 4.0 by Talya Bauer & Berrin Erdogan. Textbook link: <https://students.flatworldknowledge.com/course/2607421>
- *Working* (1974) by Studs Terkel. Book link: <https://thenewpress.com/books/working>
- Harvard Business Coursepack: <https://hbsp.harvard.edu/import/1143603>

Assessment Method and Grading

Component	Weight
Attendance	20%
Participation (including simulation)	10%
Midterm Exam	20%
Meaning of Work Project	10%
Final Exam	40%
Total	100%

All grades will be assigned per SolBridge's curve system. However, please do not take that as a reason to be unkind or inconsiderate towards your classmates. Please note that A+ grades are only for those who achieve 100% total and who demonstrate ethical (e.g., respectful, honest and collaborative) behavior every single class period in all areas.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand individual-, group-, and organizational-level variables and dynamics such as personality, motivation, decision-making, and conflict resolution.
2. Apply learning of individual skills in self-assessment, self-awareness, and emotional intelligence as the foundation for responsible team and organizational participation.
3. Analyze skills needed on global and virtual teams, including: collaboration across diverse perspectives, conflict-resolution, mutual accountability, shared performance standards, and on-going, respectful feedback.
4. Evaluate in a global perspective, how and why organizational and team behaviors are impacted within international contexts and cultures, including factors that tend to contribute most to organizational success/failure.
5. Create an understanding of moral reasoning about global complexities as a potential leader in international business (e.g., ethical factors that must be weighed in employee recruitment, "fair pay", worker safety, etc).

Course Outcome – SolBridge Mission Matrix

Course outcomes	Learning level	Course Outcome Statement	SolBridge Mission Goals ¹					Assessments
			Global Perspective	Asian Expertise	Creative Management Foundation	Cross Cultural Competence	Social Responsibility	
CO 1	L2	Understand individual-, group-, and organizational-level variables and dynamics such as personality, motivation, decision-making, and conflict resolution	1	1	3	3	1	In-class discussions Simulation Final Paper Exams
CO 2	L3	Apply learning of individual skills in self-assessment, self-awareness, and emotional intelligence as the foundation for responsible team and organizational participation	2	1	2	3	2	In-class discussions Simulation Final Paper Exams
CO 3	L4	Analyze skills needed on global and virtual teams, including: collaboration across diverse perspectives, conflict-resolution, mutual accountability, shared performance standards, and on-going, respectful feedback	2	2	3	2	2	In-class discussions Simulation Exams
CO 4	L5	Evaluate in a global perspective, how and why organizational and team behaviors are impacted within international contexts and cultures, including factors that tend to contribute most to organizational success/failure.	3	3	2	3	1	In-class discussions Final Paper Exams
CO 5	L6	Create an understanding of moral reasoning about global complexities as a potential leader in international business (e.g., ethical	3	2	2	3	3	In-class discussions Simulation Exams

¹ Key: 3 - Imparts Knowledge/Skills, Provides Practice, and Provides Reflection/Experimentation opportunities; 2 – Imparts Knowledge/Skills, and Provides Practice; 1 – Imparts Knowledge/Skills; 0- Does not address

		factors that must be weighed in employee recruitment, "fair pay", worker safety, etc).						
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Attendance

Following Woosong policies, it is expected that students attend all sessions. Documented excuses need to follow the respective policies developed in Solbridge. You must provide the proper documented proof of official excuse for absence (ex. serious illness or injury) within a week. For students who are late to class, it is their own responsibility to come to me at the end of the class (on that day) and let me know that you were in class.

To ensure the best learning experience for you and your classmates, I expect you will adhere to certain standards about participation and behavior — attendance, attentiveness, respect for classmates and professor, consideration for others, and participation in discussion and group activities.

Please do not bother to let me know about unexcused absences (e.g., vacation, sleeping in), that is a waste of time. I also like to point out that you can easily recover from the damage incurred from missing any given class by earning a strong participation score on any other day, so your time and energy are more productively spent focusing on the days you are in class rather than the day(s) you are not.

Participation

You will be expected to come prepared for class, whether that means having completed the assigned readings or having come up with meaningful contributions for class. Please be prepared for cold-calling, which means I reserve the right to ask any particular student in class to answer a question I pose. I do this not to pick on students, but to make sure everyone is well-prepared for discussions.

Examples of high-quality contributions can include: clarification questions about what we are discussing, challenges to a particular idea, comments that connect two different topics from the course material. Questions about things you do not understand are evidence of thoughtfulness, not ignorance, and are very welcome. On the flipside, examples of low-quality contributions include: comments that merely repeat what others have said, show evidence of failure to have read course materials, or are disrespectful.

This course will tap many skills (writing, thinking, reading, speaking in front of peers) that each of us needs in our lives and careers. My experience is that even less-outgoing students have been able to perform well in this portion of class through rigorous preparation.

Please also note that the simulation is included in your participation grade; meaning, you must be present, actively participate and be engaged on the day that we run the simulation.

Meaning of Work Team Project

In this assignment, you will select, read, and analyze occupational vignettes from Studs Terkel's (1974) book *Working*. You will also conduct an interview with a person whose occupation you find interesting. Full details of this assignment can be found in Appendix A.

Midterm Examination

The examination will cover the concepts discussed in class, up to the class prior to the midterm exam. I will explain the format of the exam in class and hold a midterm exam preparation Q&A session to help students prepare for the exam.

Final Examination

The examination will cover all the concepts discussed in class over the course of the whole semester. I will explain the format of the exam in class and hold a final exam preparation Q&A session to help students prepare for the exam.

Contact

I take teaching seriously and very much want you to succeed in this course. Please do not hesitate to drop in during office hours or reach out to me if you have any questions regarding course material, class requirements, or anything else of interest (e.g., graduate school, research opportunities, career search, job offers, internship opportunities, or salary negotiations). My area of study is specifically around issues of diversity, equity & inclusion in the workplace, so if you ever want to chat about these topics in your personal or professional life, please feel free to let me know.

The best way to contact me is through email. I ask that we (student and instructor) both hold each other to a 24-hour window to respond; I will respond to your emails within approximately 24 hours during work hours, except for weekends and holidays; and I expect you to do the same.

Please be considerate of your email format, including relevant subject headings, respectful tone and speech, and clear communication. I will not respond to emails that are disrespectful in tone or inappropriate in nature. Please do not email me about things you can find in the syllabus; that is your job as an adult student to figure out. I will also occasionally send course information through email, so you are responsible for checking your own email regularly to receive such notifications.

Academic Honesty and Honor Code

SolBridge considers plagiarism as a serious breach of professional ethics. Plagiarism will not be tolerated in any form at SolBridge. Penalties can be as severe as expulsion from the university. To avoid plagiarism, it is always best to do your own work or cite the work of others appropriately. Refer to your student handbook for a more detailed description of plagiarism and the associated penalties.

Students are expected to produce their own original work. While referencing other materials is encouraged, proper citations must be made in APA style every time students refer to someone else's idea and/or work. It is students' responsibility to learn how to avoid plagiarism and make proper citations using APA style.

In this class, the rules are:

1. The first instance of plagiarism will result in a "zero" for the assignment in question.
2. The second instance of plagiarism will result in a fail grade for the entire course.
3. The third cumulative instance of plagiarism, academic dishonesty and violation of school disciplinary rules in this and other classes will result in serious disciplinary action which could include expulsion from SolBridge.
4. The instructor will report each instance of plagiarism, academic dishonesty and violation of school disciplinary rules to the disciplinary officer.

Academic Dishonesty other than plagiarism includes but not limited to: (a) cheating during examinations, (b) obtaining/ providing information for reports, assignments and examinations by fraudulent means, (c)

falsification of information or data, and (d) false representation of others' effort as one's own. Some examples of academic dishonesty are: copying from other students during examinations; copying material from other students' reports/ assignments and submitting the same as one's own report; creating fictitious interview materials for assignments or reports. Any case of academic dishonesty will result in a severe penalty. The rules on plagiarism and other forms of academic dishonesty are non-negotiable.

Generative Artificial Intelligence (AI) Usage Policy

While SolBridge encourages and supports the use and experimentation of the latest technologies that have business and societal impacts, it aims to ensure that the SolBridge community does so with utmost responsibility. Thus, SolBridge has formulated certain policy guidelines about the use of AI in academic and related activities by highlighting a few important considerations such as academic integrity, information security and data privacy, copyright, compliance, etc.

Generative AI tools are capable of generating and revising text, images, and visuals based on specific commands and prompts. Though this offers new ways of learning, this also opens up questions on misuse and academic integrity. Some examples of such tools are Open AI's ChatGPT, Google Bard, GitHub Copilot, AlphaCode, etc.

In this course, you **MUST** be the author of the work submitted. You will be allowed to use limited Generative AI in only your Meaning of Work assignment for the purposes of creating outlines and refining/editing. Please refer to the assignment details in Appendix A.

If any of the stated AI policy for the course or the specific assignment is not clear to you or you are confused, you must reach out to me to discuss the matter **BEFORE** the assignment is due.

Contractual note

This syllabus represents a contract between the instructor and you, the student. Violations of class policies are perceived as a breach of contract and provides the instructor the right to discipline any student for any reason, including but not limited to repeated violations of course policies, character and professionalism, poor attendance/lateness, disrespectful or rude behavior, and poor grades and/or work ethic on assignments and in class. Disciplinary actions may include reduced assignment or course grades, excusal from a class session or the course, or recommendation to relevant university disciplinary committees.

Disclaimer

This syllabus is subject to modification. In the case of any changes, I will be sure to alert you as soon as possible. This syllabus seeks to provide a comprehensive overview of the course requirements and parameters so we can focus on learning the content and enjoy the experience of learning together. It is not meant to be legalistic or rigid, but to provide appropriate guidelines that enhance your experience with the course.

Preliminary Course Schedule and Assignments

****Consult LMS and Check Email for Updates****

Week	Date	Class Topic & Activity	Reading & Assignment (due before class)
1	2024.03.05	Syllabus & Course Overview	Review syllabus & purchase course materials
	2024.03.07	Intro to OB	Textbook: Ch. 1 reading & homework
2	2024.03.12	Diversity & Inclusion	Textbook: Ch. 2 reading & homework
	2024.03.14	Individual Differences at Work	Textbook: Ch. 3 reading & homework LMS: Big 5 Personality Test
3	2024.03.19	Cultural Differences at Work	LMS: Cultural Intelligence article & quiz
	2024.03.21	Attitudes & Behaviors at Work	Textbook: Ch. 4 reading & homework
4	2024.03.26	Theories of Motivation at Work	Textbook: Ch. 5 reading & homework
	2024.03.28	Designing a Motivating Work Environment	Textbook: Ch. 6 reading & homework
5	2024.04.02	Stress & Emotions at Work	Textbook: Ch. 7 reading & homework
	2024.04.04	Communication at Work	Textbook: Ch. 8 reading & homework
6	2024.04.09	Groups & Teams at Work	Textbook: Ch. 9 reading & homework
	2024.04.11	In-class Activity	LMS: Carter Racing Article
7	2024.04.16	Allotted Teamwork Time	Work on Team Projects
	2024.04.18	Midterm Review Q&A (via Zoom)	Study for exam
8	2024.04.23	Midterm Exam Week	
	2024.04.25	Midterm Exam Week	
9	2024.04.30	Conflict & Negotiation at Work	Textbook: Ch. 10 reading & homework
	2024.05.02	Decision-Making & Creativity at Work	Textbook: Ch. 11 reading & homework
10	2024.05.07	Leading at Work	Textbook: Ch. 12 reading & homework
	2024.05.09	Power, Influence & Politics at Work	Textbook: Ch. 13 reading & homework
11	2024.05.14	Organizational Structure & Change	Textbook: Ch. 14 reading & homework
	2024.05.16	Organizational Culture	Textbook: Ch. 15 reading & homework
12	2024.05.21	HBSP: In-class Simulation	
	2024.05.23	Simulation Debrief	Meaning of Work Paper Due

13	2024.05.28	Meaning of Work Presentations	
	2024.05.30	Meaning of Work Presentations	
14	2024.06.04	Final Exam Review Q&A	Study for exam
	2024.06.06	Memorial Day Holiday	
	2024.06.08	Makeup Day	10:30-12:00
14	2024.06.10	Final Exam Week	
	2024.06.12	Final Exam Week	

Appendix A: Meaning of Work Project Instructions

Before beginning this assignment, read Stud Terkel's *Working* to get an idea of how the author structured his interviews.

Choose a person to interview about his or her job. If possible, consider interviewing someone in an occupation you find interesting. Be sure to explain to the individual that, although the interview will be used for a class project, you will disguise his or her identity to maintain anonymity. Ask permission to use quotations from the interview in your paper.

The interview questions should be open ended. Along with your own questions, consider including these:

- What is a typical day like at your job?
- What do you like and dislike about your job?
- If you could do it over, would you choose the same job? Why or why not?
- Would you want your children to choose a similar profession? What is your reason?
- What about your job gives you the most satisfaction? The most dissatisfaction?
- Describe an ideal job. What characteristics would it have?
- What role does your job play in your life? What meaning does work have for you?

If the individual agrees, you may want to use a voice recorder to record the interview. If not, be sure to take good notes. After the interview, transcribe the recording and/or develop a transcript of the interview from your notes.

Choose 10 interviews from Studs Terkel's *Working* to read. While reading, analyze each interview and search for similarities and differences among the individuals interviewed, as well as your interviewee.

Using the 10 interviews that you read and the transcript of your own interview, consider the following questions:

- How does the meaning of work differ among the individuals?
- What similarities exist in regard to the meaning of work among the individuals?
- After analyzing the interviews in *Working* and your own interview, what do you feel most people expect, want, and need from their jobs?
- Did anything surprise you about the interview you conducted? Did the interview change your view of the individual's occupation?
- Were your interviewee's perceptions of work similar or different from the interviews you read in *Working*? Explain.
- What did you learn about work from reading the interviews in Terkel's *Working*?

Meaning of Work Presentation Instructions

At the end of the course, you will give a 15-20 minute presentation on your project, the person you interviewed, and your reflections. The presentation is an oral representation of the interview you conducted of your chosen person, as well as the summary of the interviews you read from the Working book, to showcase to your fellow classmates what you learned.

You will have to make a slide deck (PowerPoint, Google Slides, Canva, etc) and speak on your own without notes in the front of the room. Please utilize the following rubric to help you plan your presentation.

NOTE: ALL students on the team must contribute to the presentation. Not all students have to speak, but all students must take part in the preparation in some form (e.g., creating the slides, editing the slides, presenting, etc). Again, you must decide this amongst yourselves so that you feel as though it is fairly divided. I will ask you to rate each others' participation at the end of the course for equitable grade distribution.

Generative AI policy:



You may use AI to generate slogans, design, icons, images for the presentation.



You may use AI to summarize results and conclusions or to describe any data.

NOTE: Whenever you use Generative AI in the presentation, you must properly attribute the source by incorporating citation on the slide, for example: (<name of the tool>, <date when the content was generated>).

Failure to follow this procedure will lead to penalties described in the plagiarism and academic dishonesty policy.

If any part of the stated AI policy for the course or the specific assignment is not clear to you or you are confused, you must reach out to the professor to discuss the matter BEFORE turning in the assignment.

Meaning of Work Presentation Rubric:

Performance Dimensions:	Poor	Fair	Average	Good	Excellent
Core Knowledge: <ul style="list-style-type: none"> - 10 interviews from <i>Working</i> are included in the body of the paper - Person interviewed is relevant to course concepts from textbook and/or lectures - Course concepts are discussed explicitly throughout the presentation 					
Analysis & Interpretation: <ul style="list-style-type: none"> - Students demonstrate an ability to go beyond surface-level interpretations of the interviews - Implications about how different course topics (e.g., organizational culture, motivation) affects what work means to people are discussed - Personal reflections on how this assignment influences academic and professional life 					
Mechanics: <ul style="list-style-type: none"> - Student is professional in dress, presentation, and etiquette - Student shows ability to speak and show knowledge without depending on notes - Slides are visually appealing, grammar is correct, no typos 					

Scoring:

Poor = 1, Fair = 2, Average = 3, Good = 4, Excellent = 5

Total points possible: 45

