

**Managing Human Behavior in Organizations**

PADM 590, Spring 2019

Instructor: Shuyang Peng, PhD

Email: speng@unm.edu

Office Location: SSCO 3012

Office Phone: (505)750-4768

Office Hours: Tuesdays 3:00-5:00pm or by appointment

Class Meeting Day(s): Tuesdays 7:00-9:30pm

Class Location / Room: SSCO 3030

---

**Course Description and Objectives**

Organizational behavior is applied behavioral science that emerged from disciplines of psychology, sociology, anthropology, political science, and economics. It is about understanding how people and groups in organizations behave, react and interpret events. This course covers all essential topics in organizational behavior. It is designed for students to gain knowledge of human behavior in complex public and nonprofit environment and to improve skills in effectively navigating the process of managing behavior.

Upon successful completion of this course, students should:

- 1) become well informed about concepts and theories of organization behavior, as well as their applications in public and nonprofit organizations.
- 2) have better awareness of their own traits, motivations, and behaviors that affect their performance and well-being in organizational contexts.
- 3) become more skilled at understanding, analyzing, and managing the behavior at workplace.

**Required Readings**

1. Denhardt, Robert B., Janet V. Denhardt, and Maria P. Aristigueta. 2015. *Managing Human Behavior in Public and Nonprofit Organizations*. Sage Publications. 4th Edition.
2. Required case studies can be purchased from Harvard Business School Publishing. A detail instruction is given in the first class.
3. All other readings can be accessed via UNM Learn. Please check the Learn regularly.

**Class Participation**

**Class Participation** All students are expected to attend class regularly, complete assigned readings before class and actively participate in classroom discussions. Since this course will

be conducted as a seminar, your attendance and participation are absolutely essential. I am, however, well aware of the potential negative effect of external factors on your learning or the possibility that you may be facing a tough time or an illness. I will require a written proof from your physician or your supervisor for an accommodation. Any other absences will result in a 2-point penalty (per absence) off the total grade.

## **Assignments**

### **Weekly Response Paper**

Starting from session 2, you are required to submit a weekly response paper that discusses the readings and analyzes the assigned case study. The paper should **NOT** be a summary of the readings. Rather it serves as an opportunity for you to demonstrate your analytical skills. You are expected to use the weekly readings to inform and guide the case analysis.

The paper should be one-page (1 inch margins, single-spaced, Times New Roman, 12-font). It should be submitted to **UNM Learn** by **2pm every Tuesday**. After 2pm, I will deduct 1 point per hour until there are no points left. There are **11 response papers** in total for the semester. Each response paper is worth 4 points in the final grade calculation.

### **Book Review**

You are required to write a review on a book that deals with a topic in organizational behavior. A list of books is available on UNM Learn; you can choose one that interests you the most. Please note that you can only choose from the list and each one of you will choose a different book. Once you choose the book, go to UNM Learn, find the book signing up forum (will be available at 8:00 AM on Friday, January 18) under Discussion Board, and post the name of the book you would like to review.

The book review should NOT only be a summary of the content (even though this is an important component), but should include a critical analysis of the book and your reactions to it. Detail requirements are posted on UNM Learn under assignment.

**Book Review Presentations** All student must post their PowerPoint slides on Discussion Board on UNM Learn by midnight before the day of the presentation. The Power-Point document should include all key elements of the book review. The presentation should take 8-10 minutes. Please practice and time yourself before the presentation. There will be a 3-5 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the paper and of the presentation itself.

**The Book Review** should be submitted on UNM Learn under Assignment. After midnight, I will deduct 10% of the total points for paper submitted and 20% after 1:00 am until there are no points left.

**\*\*\*All the due dates are marked in the table of course schedule.**

## Class Policies

**Laptops, Tablets, and Cell Phones Use.** *These technology devices CANNOT be used during the class unless otherwise approved!* A recent study conducted by MIT scholars found that the use of computer has a significant negative impact on student performance in class <http://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf> .

Please turn off cell phones and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

**Accommodation Statement.** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

**APA Citation Style.** Assignments and final research proposal should strictly follow APA citation style. The following websites provide basic guidelines:  
<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.lcc.edu/library/help/citation/apaonline.aspx>

**Academic Integrity.** The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

**Library and Tutorial Services.** UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and

Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

### Grading

Class Participation	26%
Weekly papers	44%= 11x 4%
Book Review	20%
Book Review Presentation	10%
Total	100%

### Course Schedule

Date	Session Theme and Readings
Jan 15	<p><b>Session 1: Introduction and Course Overview</b></p> <ul style="list-style-type: none"> <li>Denhardt et al. Chapter 1. Organizational Behavior as a Way of Thinking and Acting</li> </ul>
<b>Theme I: The Individual</b>	
Jan 22	<p><b>Session 2: Knowing and Managing Yourself I: Personalities and Values</b></p> <ul style="list-style-type: none"> <li>Denhardt et al. (2015). Chapter 2. Knowing and Managing Yourself (except page 23-26) Finish the following self-assessments in Denhardt et al. (pp41-58) before class: Reddin’s Personal Values Inventory, Fundamental Interpersonal Relations Orientation-Behavior, Locus of Control, and Career Orientation Inventory</li> <li>Excerpt from Kinick, A and M. Fugate. (2016) Chapters 2 Values, pp.40-43.</li> <li>Oh, J. J., Banaji, M. R., Bazerman, M. H., &amp; Chugh, D. (2004). How (Un)ethical Are You? <i>Harvard Business Review</i>, 82(3).</li> <li>Case study: Jonah Creighton</li> </ul> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> <li>Bazerman, M. H., &amp; Tenbrunsel, A. E. (2011). <i>Ethical breakdowns. Harvard Business Review</i>, 89(4), 58-65.</li> </ul>

Jan 29	<b>Session 3: Knowing and Managing Yourself II: Perception and Job Attitudes</b>
	<ul style="list-style-type: none"> <li>▪ Excerpt from Kinick, A and M. Fugate. (2016) Chapters 2 Attitudes, pp.44-63, and Chapters 4 Social Perception, pp110-121.</li> <li>▪ Moynihan, D. P., &amp; Pandey, S. K. (2007). Finding workable levers over work motivation comparing job satisfaction, job involvement, and organizational commitment. <i>Administration &amp; Society</i>, 39(7), 803-832.</li> <li>▪ Case study: <ul style="list-style-type: none"> <li>○ Jensen Shoes (The class is split in half; one half reads Jane Kravitz's story, while the other half reads Lyndon Brooks' story. Please only purchase the case study that is assigned to you)</li> </ul> </li> </ul>
Feb 5	<b>Session 4: Knowing and Managing Yourself III: Emotions, Moods, and Stress</b>
	<ul style="list-style-type: none"> <li>▪ Excerpt from Robbins, S.P. and T.A. Judge. (2016). Chapter 4. Emotions and Moods.</li> <li>▪ Denhardt et al. (2015). Chapter 2. Knowing and Managing Yourself (page 23-26) Finish the self-assessment of emotional intelligence in Denhardt et al. (pp.59) before class.</li> <li>▪ Goleman, D. (2004). What makes a leader? <i>Harvard Business Review</i>, 82(1), 82-91.</li> <li>▪ Case Study: Ramesh and Gargi (A)</li> </ul>
Feb 12	<b>Session 5: Decision-making</b>
	<ul style="list-style-type: none"> <li>▪ Denhardt et al. Chapter 5. Decision Making.</li> <li>▪ Hammond, J. S., Keeney, R. L., &amp; Raiffa, H. (2006). The hidden traps in decision making. <i>Harvard Business Review</i>, 84(1), 118.</li> <li>▪ Hammond, J. S., Keeney, R. L., &amp; Raiffa, H. (1999) Smart Choices: A practical guide to making better decisions. Read Chapter 1-4; Skim Chapter 5-6</li> <li>▪ Case study: Dave Armstrong</li> </ul>
	<i>Recommended:</i>
	<ul style="list-style-type: none"> <li>▪ Buchanan, L., &amp; O Connell, A. (2006). A brief history of decision making. <i>Harvard Business Review</i>, 84(1), 32</li> <li>▪ Garvin, D. A., &amp; Roberto, M. A. (2001). What you don't know about making decisions. <i>Harvard Business Review</i>, 79(8), 108-119.</li> <li>▪ Tierney, J. (2011). Do you suffer from decision fatigue? <i>The New York Times</i>.</li> </ul>
Feb 19	<b>Session 6: Motivation and Engagement I</b>
	<ul style="list-style-type: none"> <li>▪ Denhardt et al. 2015. Chapter 6. Motivation and Engagement.</li> <li>▪ Thomas, K. W. (2000). Intrinsic motivation and how it works. ABI/INFORM Global pp130.</li> <li>▪ Pfeffer, J. (1998). Six dangerous myths about pay. <i>Harvard business review</i>, 76, 108-120.</li> <li>▪ Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. <i>Academy of Management Review</i>, 32(2), 393-417.</li> <li>▪ Perry, J. L., &amp; Wise, L. R. (1990). The motivational bases of public service. <i>Public</i></li> </ul>

administration review, 367-373.

- Case study: SOS in DHS-A problem of motivation. Denhardt et al. (2015) page 175.

Recommended:

- F. Herzberg. 2003. *One More Time: How Do You Motivate Employees*. Harvard Business Review. 81(1), p. 87-96
- Kerr, 1995. *On the folly of rewarding A, while hoping for B*

---

**Feb 26      Session 7: Motivation and Engagement II: Trust and Justice**

---

- Excerpt from Colquitt et al. (2017). Chapter 7. Trust, justice, and Ethics.
- Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of management Review*, 22(1), 226-256.
- Hurley, R. F. (2006). The decision to trust. *Harvard business review*, 84(9), 55-62.
- Case study: A Zero Wage Increase Again?

---

**Theme II: The Group**

---

**March 5      Session 8: Working in Groups and Teams I**

- Denhardt et al. 2015. Chapter 10. Working in Groups and Teams.
- Katzenbach, J. R., & Smith, D. K. (2005). The Discipline of Teams. *Harvard Business Review*, 83(7), 162-171.
- Pentland, A. (2012). The New Science of Building Great Teams. *Harvard Business Review*, 90(4).
- Case Study: Chapter Enrichment Program Teams at the American Red Cross (A)

Recommended:

- Bernstein, E. (2012). *Speaking Up Is Hard to Do: Researchers Explain Why*. The Wall Street Journal.
- Janis, I.L. (2003). *Groupthink*. Edited by B. M. Staw. Psychological Dimensions of Organizational Behavior. Pearson Prentice Hall.
- Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*. 84(11), 84-91, 156.
- Woolley, A., Malone, T. W., & Chabris, C. (2015). Why some teams are smarter than others. *New York Times [Internet]*, 16.

---

**March 12      Happy Spring Break!**

---

**March 19      Session 9: Communicating Effectively with Others**

- Denhardt et al. 2015. Chapter 9. Communicating effectively with others.
  - Cialdini, R. B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 79(9), 72-81.
-

- Denning, S. (2004). Telling tales. *Harvard Business Review*, 82(5), 122-129.
- Case study: Congressional Candidate Dan Silver and KNP Communications

Recommended:

- Elsbach, K. D. (2003). How to pitch a brilliant idea? *Harvard Business Review*, 81(9), 117-123.
- Tannen, D. (1995). The power of talk: Who gets heard and why. *Harvard Business Review*, 73(5), 138-148.

---

**March 26      Session 10: Power and Organizational Politics**

- Denhardt et al. 2015. Chapter 8. Power and Organizational Politics.
- Zalesnik, A. (1970). Power and politics in organizational life. *Harvard Business Review*, 48(3), 47.
- Cohen, A. R., & Bradford, D. L. (1990). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Organizational Dynamics*, 17(3), 5-17.
- Case study: Margaret Thatcher

---

**April 2      Session 11: Managing Conflict**

- Denhardt et al. 2015. Chapter 11. Managing conflict.
- Hughes, J., & Weiss, J. (2005). Want Collaboration? Accept—and Actively Manage—Conflict. *Harvard Business Review*. 83(3),93-101.
- Excerpt from Wilmot, W. W. & Hocker, J. L. (2014). Interpersonal Conflict. Chapter 3 and Chapter 5. New York, NY: McGraw-Hill.
- Case study: Thomas Green

---

**April 16      Session 12: Negotiating Effectively (No Response Paper This Week)**

- Sebenius, J. K. (2001). Six habits of merely effective negotiators. *Harvard Business Review*, 79(4), 87-97.
- Leary, K., Pillemer, J., & Wheeler, M. (2013). Negotiating with emotion. *Harvard business review*, 91(1-2), 96-103.
- Malhotra, D. (2014). 15 Rules for Negotiating a Job Offer.92(4), *Harvard Business Review* 117-120.
- Excerpt from Roger Fisher, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*
- Job Offer Negotiation Role-Play Exercise (The class is split in half; one half will play the role of the organization representative, while the other half will play the role of job applicant. Please only purchase the case study that is assigned to you.)

Recommended:

Mannix, E. A. (2006). Three Keys to Navigating Multiparty Negotiations *Harvard Business Review*", February.

---

---

**April 23      Session 13: Fostering Creativity and Innovation**

---

- Denhardt et al. (2015). Chapter 3. Fostering creativity and innovation.
- Amabile, T. M., & Kramer, S. J. (2007). Inner work life. *Harvard Business Review*, 85(5), 72-83.
- T. M. Amabile (1998). How to Kill Creativity, *Harvard Business Review*, 76(5), p76-87.
- Case study: Creativity under the gun

*Recommended:*

- Wilson, H. J. (2012). *You, by the numbers*. *Harvard Business Review*, 90(9), 119-122.
- Birkinshaw, J., & Cohen, J. (2013). *Make time for the work that matters*. *Harvard Business*.
- Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). *How to play to your strengths*. *Harvard Business Review*, 83(1), 74-80.

---

**April 30      Session 14: Book Review Presentations I**

---

PowerPoint slides are due by April 29 by 11:59 pm.

Book reviews are due by Feb 25 by 11:59 pm.

---

**May 7      Session 15: Book Review Presentations II**

---

PowerPoint slides are due by May 6 by 11:59 pm.

Book reviews are due by May 6 by 11:59 pm.

---