

Citizenship Project Proposal

Collaborative Teaching Activities

To improve my own teaching as well as to provide service to those members of my department teaching the same undergraduate course (OB 321), I plan to further develop a shareable google spreadsheet and dropbox folder to share ideas and materials for in class activities and video clips.

During the Fall semester I will also invite a senior colleague teaching the same undergraduate course to come and observe my course and provide feedback on how I can improve relationships with my students and better deliver course material.

Collaborative Scholarship Activities

To improve my writing, I will continue to participate in our departmental writing circle and/or organize the writing circle for the Fall Semester.

During the Fall Semester I will invite a colleague to provide a friendly review of one of my working papers.

I will contribute in department and group meetings.

Collaborating with Colleagues Outside of BYU

At the annual Academy of Management meeting, I will seek to meet with two scholars whom I have not met with before to discuss common research interests.

Course Development Project Grant Proposal

I propose two uses for the \$300 course development grant.

First, I would use a portion of the money to purchase a document camera to use during lectures. I have checked with my department, and no one is aware of document cameras being available for use in the Marriott School. At prior institutions, I have used document cameras on occasion to highlight recent popular press articles that relate to topics we cover during class. I have found these discussions highlighting the applicability of course content to current events to heighten student engagement with the material. I find that being able to display the content on the screen further focuses the students on the given story.

Second, I would use the other portion of the money to participate in the annual Academy of Management Teaching and Learning Conference (<http://aom.org/Meetings/annualmeeting/TLC/Teaching-and-Learning-Conference.aspx>). This conference is held annually as part of our primary annual meeting, but it requires an additional fee (\$130) to attend. I believe that the conference would help me develop better ideas about how to more effectively communicate important OB topics.

Faculty Development Plan

Name

Self-Assessment

Interests, Strengths, Skills, Competencies, and Opportunities

I am interested in how individuals try to bring about change in the organizations of which they are a part and the effects of these change efforts on the individual. My program of research has focused on employee voice—how and why individuals speak up with suggestions to change the current status quo of an organization and how these efforts are recognized. My dissertation focused specifically on what drives newcomers to try to make changes to the organizations they join, highlighting the role that self-perceived status plays in motivating newcomers to push forward change. Several of my current projects focus more on newcomers—looking at the performance of star newcomers as well as how being a newcomer impacts mental health. Over the next few years, I anticipate focusing more on newcomers while continuing to investigate how individuals seek to bring about change in organizations.

My doctoral training gave me insight in to the full research process from designing studies through navigating the publication process. This training helped me to develop grit and perseverance to weather the research process. I am lead author on several of my projects and often occupy the driver's seat in making sure that projects are moving forward. I have been able to develop the ability to design and conduct experimental work using behavioral labs and online platforms, to design multi-wave field studies, and more recently, to conduct archival studies. I have also learned a variety of statistical techniques to analyze multilevel and/or longitudinal datasets. Through my doctoral training and post-doctoral experience, I have been able to develop a strong network of current and potential collaborators at a number of top institutions.

I am interested in sharing existing knowledge as well as my current research findings with my students. Prior to joining BYU, I felt confident about my teaching competencies. I have generally received high teacher ratings and enjoyed being in the classroom. I like to create an open and safe environment where students feel comfortable participating, and I try to emphasize the applicability of what we discuss in class. I also seek student feedback on my course instruction and try to respond to that feedback where feasible.

Areas to Develop

In terms of research, I seek to become more adept at gaining site access to conduct field research, which will require me to develop better relationships with individuals at a variety of organizations and to seek to make connections with the members of the OBHR advisory council. I also recognize that I need to work on focusing my research energies. I tend to enjoy working on a variety of projects with a variety of co-authors, but this variety comes at a cost when the topics do not substantially overlap. I plan to be more selective in the projects that I start to make sure that they are consistent with my chosen research streams. I will also try to pull back from projects that either do not fit with my current research agenda or are unlikely to lead to a top tier journal publication.

In terms of teaching, I want to become a better instructor as I manage two different class preps for two different audiences. This last year I was successful in preparing a new prep for an

existing MBA course, and I was able to build good relationships with the students in my class. I also feel that the content of my undergraduate course is well developed, but I recognize that I need to focus more time and energy on developing relationships with my undergraduate students and demonstrating the usefulness of the information provided in the OB 321 course. I plan on continuing to update both courses to better integrate recent events, to update cases used in class and my teaching of these cases, and to develop better assessments.

I also seek to become a better citizen in my department, the Marriott School, and the profession. I have enjoyed getting to know the members of my department, and I look forward to being more involved in service capacities in the future.

Professional Goals

Citizenship Goals. I seek to be a valuable citizen in my department, school, and profession in several ways.

Citizenship Plans:

- I will continue to participate in our departmental writing circle and/or organize the writing circle for the Fall Semester.
- To improve my own teaching as well as to provide service to those members of my department teaching the same undergraduate course (OB 321), I plan to further develop a shareable google spreadsheet and dropbox folder to share ideas and materials for in class activities and video clips.
- I will contribute more in department and group meetings.
- I will continue to conduct ad-hoc reviews for top-tier journals.

Teaching Goals. I plan to improve both of my courses by responding to feedback received from students and faculty observers.

Teaching Plans:

- Revise OB 321 course as part of the Course Development Project – meet with CTL consultant, revise syllabus, implement course changes, and analyze outcomes (June 2017 – February 2018)
- Invite CTL consultants to gather mid-semester feedback (Fall 2017)
- Invite department faculty (Peter Madsen, Troy Nielson, and/or Kristen DeTienne) to observe class and provide feedback (Fall 2017)
- Analyze feedback and complete Course Development Project (February 2018)

Research Goals. I seek to maintain a strong research pipeline by developing several papers for submission to top tier academic journals and by developing materials or gaining site access for several new projects.

Research Plans. Over the course of the next year, I plan to accomplish the following:

- Submit Designated Star Newcomer paper to ASQ by June 30th
- Submit Status Portfolios paper to JPSP by June 30th
- Prepare site request materials for Newcomer Socialization Project by July 21st
- Submit Voice Advocates paper to OBHDP by August 18th
- Design Newcomer Overload experiment; submit for IRB approval by September 30th

- Submit Newcomer Depression paper to AMJ by November 1st
- Submit Newcomer Overload paper to AOM by January 15th
- Finish Data Collection for Newcomer Status and Change Behaviors Project by December 31st
- Submit Newcomer Status and Change Behaviors Paper to AMJ by February 28th

My Goal Alignment with Department and University Aspirations and Needs

My goals of publishing high-quality work in top-tier academic journals align with the goals of the department, Marriott School, and BYU in being known as a top research institution. My teaching goal of improving and updating both my undergraduate and MBA courses will serve students of the University as I strive to create a challenging yet safe environment where students learn and demonstrate the applicability of general theories to situations they or organizations they are a part of may face. I hope that these changes will be spiritually strengthening, intellectually enlarging, character building, and enabling students to participate in lifelong learning and service as students learn how to analyze diverse situations and apply evidence based management skills. By accomplishing my citizenship goals, I hope to better serve the members of my department as well as to enhance the reputation of BYU by serving as a competent reviewer for top journals.

Resources Required

I feel fortunate for the resources I have received. In terms of teaching, the reduced teaching load for the first semester (spread over my first two teaching semesters) and the ability to teach my classes in one semester has helped me to better allocate my time between teaching and research so that I can have an early jump on building up my research pipeline. Because I already teach two different courses with one at the undergraduate level and one at the MBA level, I have been told by the OB group leader and new department chair that I should be able to maintain this teaching structure until I go up for CFS. The funding for TA support is more than adequate, and I will better utilize my TAs moving forward to take full advantage of this support.

Research support has also proven adequate for travel and study needs. However, I worry about having enough resources to involve undergraduate and graduate RAs in my research projects. I plan to apply for MEG funding to better incorporate students into my research projects. I am grateful for the availability of the Marriott School behavioral lab and have already run several studies using this resource. I am also grateful for my mentor and my departmental colleagues who have been instrumental in helping me with both teaching and research development.

My Activities and Accomplishments

At this point in my career, I believe that I am making steady progress towards establishing myself as a scholar and developing as a teacher. I have experience publishing in the top journals in my field, and I have several manuscripts that will be submitted for review in the near future. I have a solid foundation upon which to continue to improve my teaching, and I look forward to continuing to learn from my mentor and colleagues on how to grow and improve as a researcher.



MARRIOTT SCHOOL
OF MANAGEMENT

ORGANIZATIONAL EFFECTIVENESS

OB 321 – Fall Semester 2016

Professor: Name

Office: TNRB 589

Phone: (801) 422-0430

Email: NAME@byu.edu *[Best method of contact, and I will respond within 24 hours except for emails sent on weekends, which will be answered on Mondays]*

TA/Assignment Email: howellorgbehavior@gmail.com

Office Hours: Tues 3 – 5 PM or by appointment

Class Time and Location:

Section 5, Mondays and Wednesdays 2:00 p.m. – 3:15 p.m., W308 TNRB

Section 6, Mondays and Wednesdays 3:30 p.m. – 4:45 p.m., W308 TNRB

COURSE DESCRIPTION AND OBJECTIVES

Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? The purpose of this course is for you to gain an understanding of the factors that contribute to organizational effectiveness and the role that managers and individual employees play in helping their organizations succeed and employees thrive.

My goals for this course are to help each student:

1. See the application of Gospel principles in work settings and learn of research that supports these principles.
2. Explain key characteristics of successful organizations.
3. Discuss effective management of diversity in organizations and teams.
4. Effectively work in a team through improved understanding of group dynamics, communication, and conflict management.
5. Motivate employees to accomplish organizational goals.

The structure of the course encourages learning in multiple ways: through lecture, readings, in-class discussions, exercises, case analyses, and a team project. These approaches provide opportunities for students to enhance their analytic and interpersonal skills, both of which are essential to effective management and to success in the workplace.

READINGS

1) Textbook- Talya Bauer & Berrin Erdogan (2015). Organizational Behavior, version 2.0 Nyack, NY: Flat World Knowledge.

For this course we will be using a Flat World Knowledge text created by Bauer and Erdogan. You have the option of purchasing online access to this text for \$30, an eBook version that you can download (and print if you would like) for \$50, a color print version (including online access) for \$55, or all of the above for \$75. Please choose whatever format will appropriately meet your learning style and budgetary constraints. Go to <https://students.flatworldknowledge.com/course?cid=2553533&bid=2398571> to choose the format you would prefer to use. You will find instructions on how to gain access to an electronic or hard copy of the text.

2) Online Coursepack (OCP)- In addition to the textbook, we will also be using a course packet available at the bookstore.

3) Learning Suite (LS)- There will also be other readings that are posted on our course learning suite.

The course schedule (p. 10) indicates where each reading is located.

LEARNING ASSESSMENT

Your grade in this course will be based on assessments of several different types of deliverables including class participation, quizzes, papers, exams, and group projects.

Individual Work (75%)	Team Work (25%)
Exam I (16%)	Final Project Executive Summary (8%)
Exam II (16%)	Final Project Paper (12%)
Exam III (18%)	Contribution (teammate evaluation) (5%)
Big Idea or Biography Project (10%)	
Quizzes (5%)	
Participation (10%)	

Letter grades will be approximately as follows:

A	93.00 - 100	C+	76.67 - 79.99	D-	60.00 - 63.32
A-	90.00 - 92.99	C	73.33 - 76.66	F	Below 60
B+	86.67 - 89.99	C-	70.00 - 73.32		
B	83.33 - 86.66	D+	66.67 - 69.99		
B-	80.00 - 83.32	D	63.33 - 66.66		

I am required to follow the policy established by the Marriott School for determining grades in this course (<http://marriottschool.byu.edu/students/classroompolicies>). Thus, your final grade may depend on the distribution of grades in the class (i.e., final grades may be curved).

INDIVIDUAL WORK

3 Exams (Cumulatively 50% of final grade; Exams I /II are 16% each; Exam III is 18%)

You will have three exams; all exams will be held at the Testing Center. Exam I will be available from **October 5th at 5:00 p.m. to October 7th at 2:00 p.m.** Exam II will be available from **November 2nd at 5:00 p.m. to November 4th at 2:00 p.m.** Exam III will be available from **December 10th at 8:00 a.m. to December 15th at 9:00 p.m.** Exam I will cover the content from sessions 2-11. Exam II will cover the content from sessions 12-18. Exam III will cover the content from sessions 20 -25, and 28 along with select concepts from earlier sessions (these concepts will be made known prior to the exam). Make-ups for the exams will not be arranged unless you have written documentation from a third party of an emergency that prevented you from being present.

Big Idea or Biography Project (10% of final grade)

You have two options for this assignment—you will select **either** the Big Idea Project or the Biography Project. This is a “choose your own adventure” kind of assignment, which means that once you have selected one option you will not be able to go back and pick the other option.

Big Idea Project: sometimes we need a nudge (or push) to make changes in our lives or in the organizations of which we are a part that we have been wanting to make. This is your push! The Big Idea Project provides you with the opportunity to conduct a development project of your choosing that will help you to better prepare for your future as an effective manager and leader. You cannot already be working on this project or be getting credit for this project for another class. You will need to outline (in writing) what your project is, why it is important, how it relates to your future success as a manager/leader, how you identified and set your goal, and what your BIP outcomes will be. Your project goal must be SMART (specific, measurable, attainable, result-focused, and time-bound). You will write a five page (double-spaced) summary of the experience and the related learning incorporating application of course materials. You may not change your project or goal without written permission. Simply completing the project and/or goal does not guarantee full credit—I want to see that you have pushed yourself to do something and that you have learned from the experience. Additional details will be provided during the semester. The project proposal is due via email to howellorgbehavior@gmail.com by **5:00 p.m. on Wednesday, September 7th**. The report is due via email to howellorgbehavior@gmail.com by **5:00 p.m. on Wednesday, November 16th**. In both emails, make sure to include your section number in the subject line.

Biography Project: sometimes we need to learn from others about how to effectively lead or manage ourselves. The Biography Project provides you with the opportunity to conduct an in-depth study into the life of a great leader. For this assignment, you will read a biography of a great leader (e.g., Larry Miller, Henry B. Eyring, Warren Buffett, Steve Jobs, Marissa Mayer, Eleanor Roosevelt, Sheryl Sandberg, Harriett Tubman, etc.) and write a summary of your learning and how you will change your own life/leadership based on what you learned. Before you begin, you will need to get approval for your choice of biographies (it must be at least 300 pages long, and you cannot be reading it for another course or have read any portion of the book previously). You will write a five page (double-spaced) summary of your learning, including

why certain approaches worked for your chosen leader based on materials learned in class, and how you will change your own life/leadership in the future based on this learning. Simply completing the book and summary of learning does not guarantee full credit—I want to see that you have contemplated key learnings from your leader of choice and seen how to apply these learnings in your life. Additional details will be provided during the semester. The biography proposal is due via email to howellorgbehavior@gmail.com by **5:00 p.m. on Wednesday, September 7th**. The report is due via email to howellorgbehavior@gmail.com by **5:00 p.m. on Wednesday, November 16th**. In both emails, make sure to include your section number in the subject line.

Quizzes (cumulatively 5% of final grade)

There will be 11 quizzes during the semester. Your lowest quiz score will be dropped. Quizzes will be announced in advance and will cover assigned readings for the relevant class session. Quizzes may include true-false, multiple choice, or short answer questions and they will be completed online via Learning Suite prior to the appropriate class session. There are NO make-up quizzes.

Participation (10%): Participation is an essential part of the course and is important for your own individual learning experience. Class participation will be evaluated based on demonstrated preparation and engagement through involvement in class discussion and group exercises. You are fully expected to complete all of the readings and cases and come to class prepared with insights and questions for the in-class discussion. With regard to participation itself, quality (the thoughtfulness of your comments) counts somewhat more than quantity (how frequently you talk), although simply waiting to offer a couple well-prepared comments throughout the course and staying silent otherwise will not earn you a very good participation grade. Your goal should be to contribute in a meaningful and (reasonably) consistent way to the class discussions. Quality in-class comments 1) go beyond the facts of a particular reading or case and offer unique insights, 2) provide links between the topic under discussion and other cases, the reading, or outside situations, 3) extend, build upon, or constructively critique others' contributions, and/or 4) stimulate discussion by others. At the end of each class you will complete a one-minute memo summarizing your take away for that class (what you have learned) and will grade your own participation. Your grading of your participation will account for three quarters of your participation grade. My assessment of your participation will account for the remaining quarter. I permit 2 excused absences without need for notification.

Insight: Each class will begin with a *Gospel Insight* or a *Management Insight*. You are expected to present one Insight during the semester. For the Gospel Insight, you will be asked to illustrate an OB principle you find in the scriptures or teachings of the living prophets. For the Management Insight, you will be asked to illustrate an OB principle you have observed from a recent news source or research article. These insights should last no more than 1 to 2 minutes. To sign up, please use this [google doc](#)—**make sure to sign up for the correct section**. If you do not sign up, you will be assigned a date.

Important notes on attendance and participation:

- Excused absences include religious observances, family emergencies, and illness. In all cases I request that you email me *before* class for the absence to be excused (outside of a

true emergency—where some proof would later be required—there is *no reason* that a short email cannot be sent beforehand).

- If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions is vital to career success across disciplines, and I urge you to use this semester to develop this important skill.
- If you miss class for any reason, *you and you alone are responsible* for getting notes, slides, figuring out what we did (e.g., learning points for exercises, case discussions, etc.).

Professionalism: I care a great deal about fostering honest in-class discussion and aim to make the class atmosphere as relaxed and psychologically “safe” as possible. This is by design. I firmly believe that students are most likely to truly learn and engage in the course material in this type of environment. And, it’s the most fun too! That said, please do NOT interpret this as license to act in an overtly unprofessional way or to think a relaxed in-class environment means other standards or policies will be “relaxed” (a different but related definition). I also believe that my time and energy—in and outside of class—is best spent teaching and providing experiences to students who truly want to learn and engage with the material. Unfortunately, it is sometimes the case that other students detract from this by creating disruptions in class or unnecessarily occupying time and energy outside of class because of their prior neglect of the course.

To create a safe and engaging environment, I ask that you do not:

- use a laptop, tablet, smartphone, etc. during class (no matter how briefly)
- come to class late more than once (yes, *one minute late is still late*)
- be disruptive and/or carry on personal conversations with other students at any point during class
- do homework or study for another class during our class time, including during group exercises
- sleep during class
- use racial, ethnic, gender-based, or religious slurs or anything that personally attacks another student; aggressively and/or repeatedly challenge a grade

TEAMWORK

Working in teams is an important part of this course. Although some class time may be devoted to working in teams, much teamwork will be completed outside of class. Students with serious time constraints are advised to register for this course in a semester when their schedule is more conducive to team meetings.

Students will self-select into five to six person teams by **September 14th at 5:00 p.m.** (*one person* from your team should email the TA for the course with the full names of each group member) based on their interest in studying similar organizations and scheduling constraints. Students may change teams up until **October 12th**, but changing teams requires the permission of each member of the new team they are entering (email to course TA).

- *All groups MUST be 5-6 people*, NO exceptions. Figure out your group early in order to make sure you find a group. I will not assign you to a group. Part of business school education involves making connections with those around you. If you don't know anyone in the class or think you will have trouble finding a group, be proactive.

Final Project (Cumulatively 25% of final grade: 8% executive summary; 12% paper; 5% teammate evaluation)

Student teams are required to complete a final team research project. This project entails analyzing various aspects of an organization of each team's choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. The deliverables include: (A) a *draft* executive summary (1 page) of your report indicating 1) the organization your team has selected and 2) why you believe this an important organization to study in light of the course topics by **October 19th at 5:00 p.m.** to the course TA (one member per team submits via email, include all team member names and section number); (B) a final 2 page executive summary accompanied by approximately 5 power-point slides due by **December ___ at 5:00 p.m.;** and (C) a final paper due by **December 8th at 5:00 p.m.** (one member of the team emails it to howellorgbehavior@gmail.com). This assignment is designed to:

- Provide you with an opportunity to apply management and organizational concepts to contemporary issues in a real organizational setting of your choice, and
- Give you practice working in a group.

Final executive summary and paper (20% of final grade: 8% executive summary; 12% paper). Each team will prepare a final executive summary of their findings including a 2 page written summary and up to 5 power point slides you would use to present your findings to your chosen organization. The final executive summary will account for 8% of your final grade for the course.

Teams will also co-author a \approx 10-12 page paper due on **December 8th** (details below). The final paper will account for 12% of your final grade for the course. All members of the team will receive the same grade for the team project summary and paper. Late paper submissions, no matter how close to the deadline, will automatically receive a 5% grade reduction for the assignment (e.g., a paper that would have otherwise received a 90% will receive a 85%). Each 24 hours that passes after the assignment is due will result in an additional 10% reduction. Papers not received by **December 12th at 5:00 p.m.** will receive a zero.

Teammate evaluation (5% of final grade). Each student will be required to evaluate the contributions of their fellow teammates on the final presentation and paper. An online survey will be distributed via email before **December 7th** and must be completed by **December 12th at 5:00 p.m.** (lateness of up to one day results in a 50% reduction in your own score; more than 1 day and you will be given a zero). How you are evaluated by your teammates will count toward *5% of your final grade for the course*. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them (i.e., the identity of an individual feedback sender's evaluations of a target feedback receiver will not be known to the feedback receiver). This is designed to encourage the most honest evaluations. Aggregate ratings of both the numerical scores you received from your teammates are available by request (must be made to the course TA by **Dec. 12th at 5:00 p.m.**).

Site/nature of study. Your team is to use course concepts to analyze a real organization. You should hone in on at least two of the three broad course topics (i.e., Organizations, Groups, People), and within each of these broad topics select two or more specific topics (e.g., If you choose "Organizations" and "Groups" then you could potentially be integrating the topics of "Culture," "Structure," "Decision-Making" and "Power and Politics" together) that interests your group and is relevant to the organization you are analyzing. In total, you need a minimum of four specific topic areas (note: the total number of topics integrated is less important than the quality of the analysis). These topics must be integrated together throughout your analysis to demonstrate mastery of the interrelatedness of the organization (i.e., Open-systems approach to understanding organizations).

Your team can choose to analyze the organization in a number of different ways—e.g., Why has it underperformed in recent years and what steps would you recommend to turn things around and why? Why has it been so successful in recent years and what does it need to do going forward to stay that way and why? What is a current challenge this organization is facing and how should it approach that challenge and why? What is its biggest vulnerability (and why) and how should it change in order to protect itself and why? What is a significant opportunity that it should capitalize on why? Keep in mind that the above are merely sample questions to situate your analysis; you are free to choose among many other suitable questions. The key is that the question that focuses your analysis should be *highly relevant* to your specific organization today. A poorly selected question will lead to an ill-fitting and likely trivial analysis.

Your paper should be analytical and issue oriented, not merely descriptive. You should adopt the clinical pose of a management consultant, endeavoring to understand the organization, to identify its strengths and/or weaknesses, and ultimately to propose actions that solve problems, improve performance, allow for continued top performance, etc. (note: these will vary depending on the focus of your analysis).

Work-plan for project. The team project is a major portion of the course. You should therefore *begin thinking about possible organizations to study ASAP* and begin working on your project as soon as your group has formed. Specifically, you should do the following:

- a) Select an organization to study: It can be private or public, for-profit or not-for-profit, and of any size. However, the organization *cannot be BYU or directly affiliated with or contained within the broader BYU community* (note: teams have been forced to redo their project close

to the deadline because they did not pay attention to this requirement). The organization must not be your own organization or company, meaning that you are not the owner or CEO of the organization. An important criterion to consider in choosing your organization is *some degree of accessibility*—you need to have some way to collect information about the organization. For instance, you might be better served by choosing an organization that one of your group members has interned at, a family member or close friend works at, etc. rather than a more well-known organization but one where you have limited or no access. *NOTE: a well selected organization can make the project fun and interesting; a poorly selected organization can make the project far more painful than it should be.*

- b) Select a particular issue, problem, challenge, opportunity, threat, etc. to focus your analysis: Choose specific topics from the course that you believe will help your group situate its analysis. If you think you might be interested in a topic covered later in the semester, read ahead to check it out.
- c) Gather relevant information: Truly familiarize yourself with the organization. If you know someone who works at the organization, you may want to ask him or her for relevant materials (e.g. organization charts, demographic information, annual reports, statements of corporate goals). Web and library sources of information may also be useful. It might be important to interview or survey other members of the organization who are representative of the employees who are part of, or affected by, the organizational issue you are studying. Use what you have learned from the course to guide what information is “relevant” and what questions to ask given your focal question.
- d) Analyze your problem or issue: Given the information you have gathered about the organization and/or your interview and/or survey analysis, try to draw some conclusions about the issue you are studying. Draw on the management and organizational literature relevant to your topic to help you analyze it. Your analysis should be clear, logical and based on what you’ve learned from the class in addition to the data/research you have gathered.
- e) Generate suggested solutions: Given your analysis of the problem, issue, opportunity, etc. generate key steps the organization can take to improve any problems and/or build on any strengths. Your suggestions should involve things the organization could actually do given its constraints. It might be helpful to first lay out all possible solutions, including the ideal ones in a world without constraints, and then select from those, attempting to approximate the ideal ones. Your suggestions should be based whenever possible on general and guiding principles learned in this course.
- f) The paper should be \approx 10-12 pages (double-spaced and numbered; 12 point font, Times New Roman, with 1 inch margins). The main sections that should be covered in the paper are described below. The number of pages suggested is to give you a general idea of the proportion of space that should be allocated to each section.

Example final team paper outline:

- Note: Your team's paper need *not* take the exact form provided below; however it should be organized similarly and in such a way that it is logical in the context of the analysis and recommendations.
- All papers must include section headings.

Title page

- Title of paper, class, professor, date, authors

Introduction (p. 1)

- Describe the organization you studied: its purpose, location, age, size, industry, etc.

Issue/Problem (pp. 2-3)

- Describe the issue, problem, challenge, opportunity, threat, etc. that is the focus of your analysis.
- Describe why providing an answer to this issue, problem, challenge, opportunity, threat, etc. is critical to the organization today and/or in the future

Analysis of the issue/problem/challenge/opportunity/threat (pp. 4-6)

- Provide an integrated analysis of the issue, problem, challenge, opportunity, threat, etc. in the context of the specific course topics you selected for your analysis

Recommendations (pp. 7-10)

- Provide concrete recommendations for how the organization should proceed in light of your analysis and research on the organization
- Describe, in a way that integrates the topical areas your team selected from class, how and why your recommendations will be effective

Potential risks and limitations (p. 11-12)

- Describe the potential risks and/or limitations of the recommendations that you have proposed

Brief concluding remarks (p. 12)

Other (*any and/or all of the below should be included at the end of the document in the order listed below*)

- References (mandatory): List of books, chapters, articles, class slides, etc. cited in the text
 - When drawing on research, either a) cite it in the text by listing the authors' last names and the date of publication (e.g., Rey & Finn, 2016) with a reference section at the end that includes the full citation, or b) insert a footnote with the reference at the bottom of the page where the citation is made.
- Appendices, Data tables, Graphs, Charts, Figures
- Interview questions and answer excerpts (if applicable)

COURSE SCHEDULE			
	Individual	Group	Organizational
Class	Mondays		Wednesdays
1			9/6 – Course Intro and Overview READ: Syllabus, Case Analysis (LS) DUE: Quiz 1
2, 3	9/11– Understanding Organizations READ: Chapter 1 – Organizational Behavior; The Congruence Model (LS)		9/13– Culture I READ: Chapter 15 – Organizational Culture DUE: BIP or Biography Proposal and Quiz 2
4, 5	9/18 – Culture II PREPARE: Google (OCP)		9/20 – Organizational Structure I READ: Chapter 14 – Org. Structure & Change DUE: Quiz 3
6, 7	9/25 – Organizational Structure II PREPARE: NASA & Open Innovation (OCP) DUE: Group Selection		9/27 – Leading People within Organizations READ: Chapter 12 – Leading People DUE: Quiz 4
8, 9	10/2 – Power & Politics I READ: Chapter 13 – Power and Politics; In the Company of Givers and Takers (OCP)		10/4 – Power & Politics II PREPARE: Heidi Roizen (OCP)
10,11	10/9 – Group Project Work Day		10/11 – EXAM 1 – Testing Center Test available from Wednesday 5:00 p.m. to Friday at 2:00 p.m.
12,13	10/16 – “I” v. “We” dilemmas READ: Great conundrum: You vs. the Team (LS); Why it pays to be a Jerk (LS)		10/18– Conflict & Negotiations READ: Chapter 10 – Conflict & Negotiations DUE: Quiz 5
14,15	10/23 – Group Decision Making READ: Agreement & Thinking Alike (LS)		10/25 – Individual Decision Making READ: Chapter 11 – Making Decisions DUE: Group Draft Executive Summary
16,17	10/30 – Communication & Conflict I READ: Chapter 8 – Communication; Trip Wires (LS) DUE: Quiz 6		11/1 – Communication & Conflict II READ: Chapter 9 – Managing Groups and Teams; How Mgmt Teams Have a Good Fight(OCP)
18,19	11/6 – Creativity READ: Building an Innovation Factory (OCP); How to Kill a Team’s Creativity (OCP)		11/8 – EXAM 2 – Testing Center Test available from Wednesday 5:00 p.m. to Friday at 2:00 p.m.
20,21	11/13 – Managing Demo and Cultural Diversity READ: Chapter 2 – Managing Diversity PREPARE: Gen Y in the Workforce (OCP)		11/15 – Individual Differences READ: Chapter 3 – Under. People at Work DUE: Quiz 7
24	11/20 – Group Project Work Day		11/22 – NO CLASS
22,23	11/27 – Individual Attitudes and Behaviors I READ: Chapter 4 – Ind. Attitudes and Behaviors DUE: Quiz 8		11/29 – Individual Attitudes and Behaviors II PREPARE: Wolfgang Keller (OCP) DUE: Group Executive Summary
25,26	12/4 – Theories of Motivation READ: Chapter 5 – Theories of Motivation DUE: Quiz 9		12/6 – Designing a Motivating Work Environment READ: Chapter 6 – Designing a Motivating Work PREPARE: Lincoln Electric (OCP) DUE: Biography or BIP Paper
27,28	12/11 – Managing Performance READ: The Talent Myth (LS) DUE: Quiz 10		12/13 – Managing Stress READ: Chapter 7 12/15 – DUE: Team Paper
12/16 to 12/21 FINAL EXAM – Testing Center			

REGRADES

Grading is based upon detailed, consistent and fair criteria, and great efforts are made to ensure that grades are accurate, unbiased, and error-free. All graded materials will be reviewed *twice* before a final grade is given. I will personally read and evaluate all assignments at least once. Typically, therefore, regrades are not provided. If you strongly believe that an error was made during grading, you may appeal the grading decision. In order to appeal a grade, you must write me a memo (cc'ing the course TA) describing the perceived error and submit it within one week of receiving the grade. **Regrades may entail a review of your entire exam or assignment, meaning that your grade could decrease as well as increase.** These policies exist to make grading as fair as possible across all students.

CHEATING

Individuals engaging in cheating, plagiarism, or other forms of academic dishonesty will be referred to administration officials overseeing student conduct code violations. Students caught engaging in such conduct will receive an "F" on the assignment/ and or semester grade.

TECHNOLOGY IN CLASS

Laptop computers, tablets, and phones are not permitted to be used during class time (with the exception of one in class exercise). Failure to follow this policy will impact your participation score.

STUDENTS WITH DISABILITIES

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-285 ASB.

DIVERSITY

In the Marriott School we aim to make our classrooms similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, sex, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on their race, color, religion, sex, national origin, disability, or age. We feel strongly that no one in the classroom should be belittled for any reason. If you experience such an offense in a Marriott School class, you are strongly encouraged to contact your professor.

SEXUAL HARASSMENT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

MARRIOTT SCHOOL RESEARCH STUDIES

Students enrolled in this class have the chance to replace a quiz score with full-credit by completing at least two studies (one hour of study time) with Marriott School Research Studies. These research studies are conducted by BYU faculty. Some recent examples include evaluating a website, negotiating with a supplier, or evaluating product packaging. Studies have come from faculty in all departments of the Marriott School. Please be thoughtful as you complete these studies as the insights gleaned from the studies are frequently published and shared with those outside of the University. I cannot guarantee that this opportunity will be available as space is limited. You will receive an email from the research group explaining participation in the lab studies.

Scholarship Strategies Project Proposal

My current program of research focuses on examining employee efforts to change the current status quo of an organization, including questions related to who is more likely to seek change, who is more successful in being recognized for change efforts, and what approaches individuals may take to bring about change. My dissertation focused specifically on what drives newcomers to try to make changes to the organizations they join, highlighting the role that self-perceived status plays in motivating newcomers to push forward change. Several of my current projects focus more on newcomers—looking at the performance of star newcomers as well as how being a newcomer impacts mental health. Over the next few years, I anticipate moving this stream of research along on newcomers while continuing to investigate how individuals seek to bring about change in organizations. I am using a variety of methods to test my research questions including experiments, surveys, and archival data sets.

Scholarship Goals

By February 2018, I plan to accomplish the following goals:

- Submit Designated Star Newcomer paper to ASQ by June 30th
- Submit Status Portfolios paper to JPSP by June 30th
- Prepare site request materials for Newcomer Socialization Project by July 21st
- Submit Voice Advocates paper to OBHDP by August 18th
- Design Newcomer Overload experiment and submit for IRB approval by September 30th
- Submit Newcomer Depression paper to AMJ by November 1st
- Submit Newcomer Overload paper to AOM by January 15th
- Finish Data Collection for Newcomer Status and Change Behaviors Project by December 31st
- Submit Newcomer Status and Change Behaviors Paper to AMJ by February 28th

Scholarship Strategies

- Write 20 minutes daily
- Focus on a limited number of projects per week (try for 3 max at a time)
- Reach out to at least two scholars in the Newcomer area such as Talya Bauer (Portland State University), John Kammeyer-Mueller (University of Minnesota), Connie Wanberg (University of Minnesota), Dan Cable (London Business School), Wendy Boswell (Texas A&M), or Gilad Chen (Maryland)
- Use an RA to help with less skilled but time consuming tasks

Evaluating Progress

- Use online writing tracker to chronicle daily writing and meet with writing circle
- Identify top 3 priority projects each week
- Track contact with scholars
- Track assignments given to RA