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## A Benchmark Teaching Portfolio during COVID-19 Transition for MNGT 360: Managing Behavior in Organizations

Jia Yu

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**A Benchmark Teaching Portfolio during COVID-19 Transition for MNGT 360: Managing  
Behavior in Organizations**

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Spring 2020**

### **Abstract**

This benchmark portfolio describes the revisions and assessments made to MNGT360: Managing Behavior in Organizations in the midst of COVID-19. This course is offered in the Department of Management within the College of Business at the University of Nebraska-Lincoln. My goal was to improve the course design by evaluating the more effective teaching methods and assessment tools for this course. I experimented with several new teaching methods and assessment tools such as Kahoot!, online exams and offered some empirical evidence regarding the effectiveness of the tools. I found that participation based assignments are an important predictor of overall class performance. However, students also tend to lose more points on participation based assignments. In the portfolio, I also discussed the complexity of the need to transit to the online mode halfway in the semester.

**Keywords:** management, participation, organizational behavior, COVID-19, Kahoot!, evidence-based management, group project

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## **Memo1: Objective of Peer Review of Course Portfolio**

By creating this benchmark portfolio, I have three objectives. First, I would like to document my teaching experience systematically and to reflect upon what and where I could improve in my teaching through a guided process. By rethinking and methodologically redesigning a particular course, I expect that this process will also offer insights for my future teaching practices when I develop a new course or teach a new group of students. I also hope this personal reflection process can help me to develop my teaching philosophy and clarify what I value and what I want to accomplish as a teacher. Second, I would like to come up with creative ways of teaching that are both effective and efficient. As a tenure track assistant professor, there are intense demands in both research and teaching excellence. This means that we need to efficiently use the time to maximize goals in both teaching and research. I want to explore different techniques that reduce the hindrance sources of stress for both students and instructors while still stimulating engagement and providing meaningful instruction and offering useful and timely feedback to students. Third, I plan to use this portfolio to make a strong case about my teaching effectiveness beyond numerical measures of student teaching evaluations.

# **Memo1: Description of the Course**

## **Course Overview**

Managing Behavior in Organizations (MNGT 360) is a three-credit Business Core Advanced-Major (BCA-M) course that is required for students who want to major in management. This course requires a sophomore standing and has a maximum enrollment of 45 students per session. This course enrolls a diverse body of students from different backgrounds. The majority of the students are from the college of business, while others are from the college of engineering, liberal arts, agriculture, etc. They may or may not have an employment history or a management background while taking this course. For spring 2020, I teach three sessions of this course, with a total of 135 students in person.

This course meets two days a week and each for 75 minutes. This course offers basic knowledge for managing people in organizations. It covers a variety of topics such as performance, job attitudes, personality, ability, motivation, leadership, teamwork, communication, and decision-making. The majority of the classes are based on lectures. To make the lectures more interactive, I also offer mini-games, simulations, assessments, discussions, roleplay, and videos to facilitate their understanding of course materials. The course was initially offered in person and has been converted to an online format in response to the COVID19 pandemic since March 15<sup>th</sup>, 2020.

## **Course Objectives**

The course objectives from my original syllabus were worded in a somewhat confusing way. As I reanalyzed that particular paragraph, two major themes seem to emerge. First, this course is based on an evidence-based approach to understanding organizational behaviors. The

evidence-based approach means that most content will be based on scientific research findings instead of common-sense best practices. One embarrassing fact about management is that academics and practitioners do not talk to each other. Practitioners are struggling with problems that academics had an answer for a decade ago. Academics were digging into issues that are no longer important to practitioners. As a researcher, I want to communicate the most current research findings to students who will be future employees and managers. Second, the primary goal is to develop students to be better employees, team players, and leaders in the workplace. The challenge is how to prepare them with these practical skills in a classroom setting. With these two themes in mind, I rewrote the course objectives to the following statement. These course objectives can be found in the syllabus in [Appendix A](#) and the updated syllabus post COVID19 transition in Appendix B..

This course uses an evidence-based approach to offer foundational knowledge of organizational behavior- a discipline to understand why employees behave in certain ways and how to manage those behaviors in organizations. By the end of the course, students should be able to:

1. Understand major theoretical perspectives and key concepts in the fields of organizational behavior.

- Different ways to evaluate employee outcomes: performance, job attitudes, well-being
- Individual differences that explain why people act differently with a significant focus on personality traits and ability
- Heuristics and biases that influence decision making

- Basic theories of motivation
- Benefits and drawbacks of team-based work and how teams develop, functional and dysfunctional roles
- How leaders influence others to accomplish a common goal; effective and ineffective leadership styles

## 2. Differentiate common sense and evidence-based practices in the workplace

- Identify and critically evaluate common sense practices in the workplace
- Identify and critically assess evidence-based practices in the workplace
- Compare and contrast the common sense and evidence-based practices

## 3. Analyze a work scenario using theoretical frameworks on organizational behavior

- Analyze a complex management problem and select appropriate research-based solutions
- Analyze a workplace video or a movie, identify characters' personality, attitudes, leadership styles, decision making, and rationalize why they behave specific ways

## 4. Apply theories and research findings on organizational behavior to a variety of contexts

- Assess and critically evaluate themselves in terms of their personality traits, ability, motivation, teamwork, and leadership styles
- Apply theories and research findings to explain and make predictions of certain behaviors in simulated contexts.



## 5. Develop leadership and teamwork skills

- Build, participate in and lead diverse teams in real and simulated tasks
- Recognize their teamwork and leadership styles

## **Memo2: Teaching Methods/Course Materials/Course Activities**

### **Course Materials**

The course materials for MNGT 360 include PowerPoint slides, a textbook, a Harvard Business Publishing Coursepack, and a few Harvard Business mini cases and articles as well as movies. I use the textbook “Organizational Behavior: Improving Performance and Commitment in the Workplace” by Jason A. Colquitt, Jeffery A. LePine, and Michael J. Wesson. This textbook is written by research-active scholars in the field of organizational behaviors. This book not only provides good explanations to major OB theories but also supplements the theories with ample research evidence. The publisher McGraw Hill offers multiple purchasing options to students. The McGraw Hill Connect provides an interactive platform for eBook and adaptive assignments for \$125. However, I do not require students to purchase Connect for this class. Students have the option to rent, borrow, or buy a second-hand textbook for a lower price. Instead, I require students to purchase a Harvard Business Publishing Coursepack that contains two simulations for \$30. Although the textbook provides the most relevant research evidence, it does not go much in-depth in the content. In the PowerPoint slides, I summarized the most up-to-date research findings for the topic areas. Finally, I show the 1999 movie Office Space in the class of motivation and ask them to practice drawing conceptual maps.

### **Teaching Methods and Rationale**

The teaching methods I use in MNGT360 involve debates, lectures, videos/movies, simulations, throw-a-paper-ball class discussion, small group discussions, in-class activities, and after-class discussion board. In the following section, I will explain each teaching method and its rationale. A typical class consists of a mix of these methods. Some methods are used in every

class, and others are given a heavier weight in some classes. Around 60% of my classes are delivered using lectures. I spend two classes in individual and group simulations and one class for watching and analyzing a movie.

### *Lectures and videos*

I use lectures, and the PowerPoint slides as the main media to organize and convey teaching material and information. My lectures are not just about teaching the contents of organizational behavior. I use the organizing framework from the Colquitt et al.'s textbook for delivering different topics. In the lectures, I first present an agenda linking to specific learning objectives and a structural overview of the topics. I typically start the class with a video or a problem and then ask a question following the video or the problem. For example, in explaining the fundamental principles of organizational behaviors, I play a video of travelers eating fried scorpion in a Beijing night market. I ask them to think about how to make other people eat a scorpion. It may be much easier to make other people work harder than to eat a scorpion. I guide them to explore the antecedents of behaviors based on their current knowledge and ask them to discuss in small groups. Then representatives from small groups are asked to come to write their solutions to the writing board. Based on their common-sense answers, I then introduce what has been introduced in theory and found in the primary research and meta-analysis. Instead of directly showing them what to do, this approach gives them a strong contrast to what they have already known and what they do not know to solve a practical problem. This approach not only helps to encourage active participation from students but also highlights the difference between what is common sense management versus evidence-based management.

### *Debates*

As warming up activities, I begin the course with a debate on the topic, “we can effectively learn how to manage people in the classroom.” I ask the class to split in half such that one group speaks for, and the other speaks against this statement. Prior to the debate, I allow them to spend 10 minutes preparing for their arguments. Each person can only make one point per time. I emphasize that listening is the key to communication. When one student from one side makes a point, one student from the other side needs to restate the prior point, provide a rebuttal to the prior argument and then provide a new point. After completing this debate, all students would have a better understanding of the pros and cons of learning managing people in the classroom. This activity is an effective motivator and also helps to set proper expectations for this class regarding what you can and cannot learn from the class. After the debate, I help students to write their expectations, tailor their own learning goals and develop action plans that fall into the general agenda of the class using the student information sheet (Appendix C) and goal sheeting sheet (Appendix C). In this way, I expect that the knowledge they have learned in the class can be closely tied to their personal goals and future careers.

### *In-class activities*

I select and design different exercises and roleplays to create teachable and memorable moments that connect to the concepts and theories of OB in class. In-class exercises include correlating mood and sleep hours, trust fall game, Pandemic board game, influence game, communication game, Wilderness survival exercise, analyzing physical ability in firefighter tests, winning the war of talent team roleplay, justice roleplay, and creating University stress event board. For example, on the topic of power and influence, I ask one volunteer student to sit in front of the classroom for five minutes. Then I ask the rest of the class to remove the volunteer

student from the chair without physically touching the volunteer. I provide the definition of influence as the behavior of making other people do something willingly. I provide the five bonus points as an incentive for the volunteer to stay in the chair. Students need to come up with ideas to influence the volunteer. If they succeed, they receive five bonus points. After the game, I illustrate the influence tactics that managers typically use and ask them to play the game in small groups deliberately using influence tactics. They are asked to rank order the effectiveness of different influential tactics and which one they will buy in the most. Through this mindful learning, they not only remember the definition of influence tactics but also know how to use them in practice. When explaining a particular concept, I also give them the corresponding psychometric instruments for self-assessment. For example, when covering the topic of emotional intelligence, they are asked to assess their level of emotional intelligence using the self-report instruments. All the assessments will be utilized in one of their assessments discussed later in the Course Assessment section.

#### *Class discussions and Canvas discussion board*

One challenging aspect of managing a class of 45 students is how to encourage students to actively talk or express their opinions and document their comments. I use a paper ball to control the flow of conversations. When I ask a question and expect some answers, I throw a paper ball randomly to a student. I add that if they do not have anything to say, they can throw the paper ball to another student. The ball will be passed to different students until I collect enough comments. In addition, I break the class into small groups and encourage them to work together on a problem. Then I invite the representatives from the small group to report what they have discussed in small groups. In addition, I also use the Kahoot! Application to pull ideas from

the class. Students enter the Kahoot! Game with a game pin and provide answers to my questions. Their answers will synchronously appear on the screen in front of the class. Finally, I ask students to post answers of their small group discussions after the class to the Canvas discussion board as a way of documentation to help them reflect on their learning and review course materials.

### *Simulations*

Students need to complete two simulations during this class. The first is a 60 minutes individual simulation exercise: Judgement in a crisis, which should be completed before delivering the topic on decision-making. This simulation puts students in the role of a product manager who has to make decisions when they receive information about the customers' complaints about their product. They are randomly assigned to different groups to receive different pieces of information. The results of the simulation will show how much biases they make in response to the crisis. The simulation results are debriefed in the next class of decision making when I explain different decision-making biases. The second is a team-based simulation where a group of five students acts as a team of mountain climbers to summit Mount Everest. They will be presented with different role information and personal goals. Students will learn how to collaborate, how to share information, and how to reconcile different conflicts of interest in order to gain all the points. To encourage students' engagement, I set the simulation in a competition mode across different teams and is allowed to rewind multiple times. Students are asked to experiment with different strategies until they get most of the points. The team with the highest points will get extra bonus points.

## Course Assessments

Students' learning and achievements of the course objectives are assessed using multiple approaches. These assessments include Kahoot! quizzes (5%), discussion board posts (5%), simulations (10%), personal development portfolios (15%), group project (15%), group presentation (5%), peer review of presentations (4%), CATME peer evaluation (10%), exams (40%) and extra credit exercises(10.2%). Table 1 presents how different teaching methods and assessments map to various learning objectives of the class.

**Table 1.**

Learning Objectives Memo 1	Teaching Methods/Activities/Course Activities Memo 2	Mechanisms used to Evaluate Student Performance Memo 2
1. Understand major theoretical perspectives and key concepts in the fields of organizational behavior.	Lecture; Readings; Video; In-class exercise; Class discussion; Simulations	Kahoot! Quizzes; Exams
2. Differentiate common sense and evidence-based practices in the workplace	Lecture; Video; Class discussion;	Kahoot! Quizzes;
3. Analyze a work scenario using theoretical frameworks on organizational behavior	Lecture Class discussion; Video; Case study;	Group project; Presentation; Exams
4. Apply theories and research findings on organizational behavior to a variety of contexts	Lecture In-class exercises; Movie analysis; Simulations	Personal development portfolio; Group project; Presentation; Exams

5. Develop leadership and teamwork skills	Group project; Roleplay; In-class exercises Simulations;	Group project; Presentation; Personal development portfolio;
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Kahoot! Quizzes are played randomly in the class to assess their understandings of materials. Each student has a cumulative score about how many answers they have done correctly and how quickly they answered the quizzes. The Kahoot! Leaderboard is based on how fast and how accurate they respond to the quiz. They get 0 points for not answering a quiz, 1 point for answering one quiz wrong, and 3 points for answering one quiz right. Points will be added up until they gain 50 points. Until then, no more points will be earned. Top 10% in the leaderboard at the end of the semester receive ten additional bonus points on top of the points they have earned.

Teamwork is a core concept in the MNGT 360 class. I put students in teams of five members to complete a movie analysis project and a presentation. As I am teaching different topics about teams, they are given time at the end of each class to apply the knowledge to their own work teams that include developing and revising team charters, analyzing the team composition, arranging the workflow, brainstorming ideas, and conducting peer reviews. I used a grading rubric to assess their group project (Appendix D). To reduce social loafing problems associated with teamwork, each team member will have an opportunity to rate the other members' contributions to the final project with CATME peer evaluation, and student's individual score can be adjusted based on their peer-rated contributions. As a team, they need to present their work for 12 minutes. Their presentation styles will be peer-rated with the grading rubric in Appendix D.



One noteworthy assignment is their personal development portfolio, in which students have to keep a record of all their assessment data from the class. The assessments include goal orientation, personality, stressors, general mental ability, emotional intelligence, preferred team roles, trust propensity, social capital profile, and leadership styles. They later write a summary evaluating their strengths and weaknesses based on the data and propose a developmental plan in the next three to five years. My teaching assistant and I grade the portfolio based on a grading rubric in **Appendix D**. This portfolio appears to be a valuable asset to both students and me even years after they took my class. For example, when some students asked me to write a recommendation letter, I can still pull out their summaries that reflect who they are as an individual and track what progress they have made on their developmental plans.

Finally, exams still constitute a big proportion of the assessment (40%). I have reduced the weight of the exam from 45% in the previous years to 40% this year. The format of exams has been continuously modified over the years. I used to give a mid-term exam with short answer questions and a cumulative final exam. After continuously receiving feedback from students, I removed the short answer questions from the text and changed exams from cumulative to module based. There are four exams, and each exam carries 100 points. Students are assessed with 20 multiple-choice questions in class.

### **COVID-19 Change**

The University announced a transition to online learning after the Spring Break on March 12<sup>th</sup>, 2020, in response to the global COVID-19 pandemics. MNGT 360 is among the courses

that have to make the transition. I started a trail synchronized zoom session prior to the break and sent out a short survey (Figure 1) to students about what their opinions and preferences regarding the online format. Eighty percent of the students preferred recorded lectures plus a synchronized session. Students highlighted the need to get clearer written expectations of all assignments. The updated syllabus with highlighted changes is presented in Appendix B.

With the help from course designers from the Teaching and Learning Center in the College of Business, I redesigned the Canvas homepage to Figure 2. This homepage offers a better organization of materials. Every week, I updated content in the weekly summary page. A sample weekly summary page can be found in [Appendix E](#).

**Figure 1.**

### Quiz Instructions

This survey is to solicit your opinion and preference regarding some changes we will make for the online class transition. Your feedback will be taken into consideration in designing the new syllabus.

<input type="checkbox"/>	<b>Question 1</b>	<b>1 pts</b>
1. Which of the following online class formats do you prefer?		
<input type="radio"/> A. The instructor records the content of the power point slides. Students can learn the material on their own pace. There will be an 75 mins interactive session every Thursday during our regular class time to complete group discussion and clarify any questions you may have.		
<input type="radio"/> B. Two 75 mins online classes. The class will mimic the traditional classroom experience except that we will do it virtually. The instructor will not record videos for the content.		
<input type="checkbox"/>	<b>Question 2</b>	<b>1 pts</b>
2. Please write down any features you hope to see in the new online class format.		

Changes I made to the new online format include:

a) class format. I deliver the class as a combination of asynchronous videotaped lectures and synchronous zoom sessions. I break the lecture into subtopics and record 3-10 mins short videos for every subtopic. In the video, I embed quiz questions to invite participation. Some are multiple-choice questions, and some are discussion questions. When students answer those questions, they can continue to watch the video. When they finish watching the videos, they are allowed to download the result summary containing all students' comments thus far. They will be given feedback regarding whether their response is correct or incorrect and how many points they can get. In addition, I will provide an optional synchronous zoom meeting every Thursday during our previous class time for three weeks (three zoom meetings in total).

b) participation points. I continued to run Kahoot! Quizzes during synchronous zoom meetings and offered additional questions embedded in the Vidgrid video lectures.

c) presentation video. Instead of doing an in-person or synchronous presentation via zoom, I ask students to make a 12 minutes presentation video and upload the video link to the Canvas assignment page. I ask them to host a group zoom session. One member shares the screen for the PowerPoint presentation. Then all members take the turn to present one part of the presentation. In addition, I enabled the peer review feature in Canvas such that students from other teams evaluate the presentation videos using the grading rubric in **Appendix D**.

d) exams. I combine exam 3, and exam 4 into an open book final exam hosted through Canvas. It worth a total of 200 points. It is available on Canvas for 2 hours at the time specified in the final exam schedule during the final week.

Figure 2. Canvas Homepage

**MNGT 360** **Managing Behavior in Organizations**



→ Start Here    📄 Revised Syllabus    ♻️ Old Modules    📖 Student Guide

Jia (Joya) Yu, Ph.D.    ✉️ [jia.yu@unl.edu](mailto:jia.yu@unl.edu)    📞 319-400-8993 (cell)    🕒 T/T h 3:30 pm-4:30 pm

[Virtual Office Hours](#)

Welcome back! As this class is turning to an on-line mode, I made some substantial changes to the structure of the Canvas course page. This new template helps to organize all the information you need for a week, including videos, slides, due assignments, zoom meeting link, and Canvas exam. Please take a few minutes to review [Start Here](#), where I highlighted major changes to the course, then [Revised Syllabus](#) for a more comprehensive understanding of the changes and grading system. [Old Modules](#) will take you to the module section we used before COVID-19 for previous materials. [Student Guide](#) will take you to instructional resources such as how to set up zoom, Canvas notifications, Vidgrid, etc.

For the remainder of the semester, I will post a weekly summary page link below that summarizes all the information and materials you need to learn every week. Come and check on what you need to do every week. Week 11 (3/30-4/5) will be the first week when you come back from the spring break. There will also be separate pages on the instructions of the group project, personal development portfolio, and Everest team simulation.

I will host virtual office hours from 3:30 pm to 4:30 pm on Tuesday and Thursday starting March 31st, 2020. Click [Virtual Office Hour Zoom Link](#) to get into my virtual office during my office hours.

### 📁 Weekly Summary

- [Week 11 \(3/30-4/5\)](#)
- [Week 12 \(4/6-4/12\)](#)
- [Week 13 \(4/13-4/19\)](#)
- [Week 14 \(4/20-4/26\)](#)
- [Week 15 \(4/27-5/3\)](#)
- [Final Week \(5/4-5/10\)](#)

### 📁 Assignment Instructions

[Kahoot! Points \(50 points\)](#)

[Discussion Board Posts \(50 points\)](#)

[Simulations \(100 points\)](#)

[Personal Development Portfolio \(150 points\)](#)

[Group Project Report \(150 points\)](#)

[Group Project Presentation Video \(50 points\)](#)

[Peer Review of Presentation and Group Work \(50 points\)](#)

[Exams \(400 points\)](#)

[Extra Credit Exercises](#)

## **MEMO 3: Analysis of Student Learning**

In this section, I provide analyses of student learning in MNGT 360. At the beginning of the course, I obtained the students' consent to use their classroom performance data for analysis. Ten students expressed an unwillingness to be included in the analysis. Therefore, the subsequent analyses are based on data from students who agreed to participate. The assignments of the class can be generally divided into two categories. The first category is participation-based assignments, including Kahoot! Quizzes, discussion board posts, simulations. In this category, students gain points by completing the activities. For example, when a student posts an answer to the discussion board, he/she will get five points regardless of the quality of the answer. The goal of this type of assignment is not evaluative in nature, but offer more opportunities for students to retain and reflect on what they have learned. The second category is performance-based assignments, including certain Kahoot! quizzes, exams, group projects, presentations, and personal development portfolio. In this category, submission of the assignments does not guarantee success. Specific grading rubrics or question keys are used to evaluate the quality of the assignments. Kahoot! quizzes fit in both categories in different ways because I used some questions in Kahoot! for a pre/posttest to evaluate knowledge retainment. Although answering questions correctly will speed up the process of gaining the 50 points and potentially winning in the Leaderboard, an average student is given many opportunities to gain a maximum of 50 points even when he/she answers the majority of the questions wrong.

### **Analysis of Key Assignments**

Table 2 presents the mean and standard deviation of assignment grades broken down by three sections and major assignment categories. The final class grade also includes extra credits that were not presented in this analysis. To make the analysis simpler, I combined participation-

based assignments such as Kahoot! Quizzes, Discussion board, and simulations into one category (part). The difference between group project report (grp) and adjusted group project report (grpa) is that group project report assigns an equal grade to everyone in the same team, whereas adjusted group project report is individual scores as a product of group project report and individual contribution to the team. Overall, there is a performance difference between the three sections. On average, students from section 1 perform the best among three sections in almost all categories. Section 2 do slightly better in exam 1 and final exam than section 3, and worse in all other categories than section 3. Exam 1 and Exam2 are closed-book exams, whereas the final exam is an open book exam delivered through Canvas. There is no overlap in content across three exams. The results would suggest that there is no systematic inflation of grade by changing the format from close-book to open-book. It could be that I increased the proportion of questions at higher levels of Bloom’s taxonomy (Bloom et al., 1956) and the total number of questions with a restricted period of time (2 hours). Overall, the exam results suggest that, on average, students have demonstrated a good understanding of key concepts in OB and the ability to apply the concepts to a hypothetical scenario, meeting LO1, LO3, and LO4. Across three sections, the participation grade is surprisingly the lowest among all assignment categories despite the fact that these are easy points to obtain.

**Table 2.** Mean and Standard Deviation Scores by Sections and Assignments

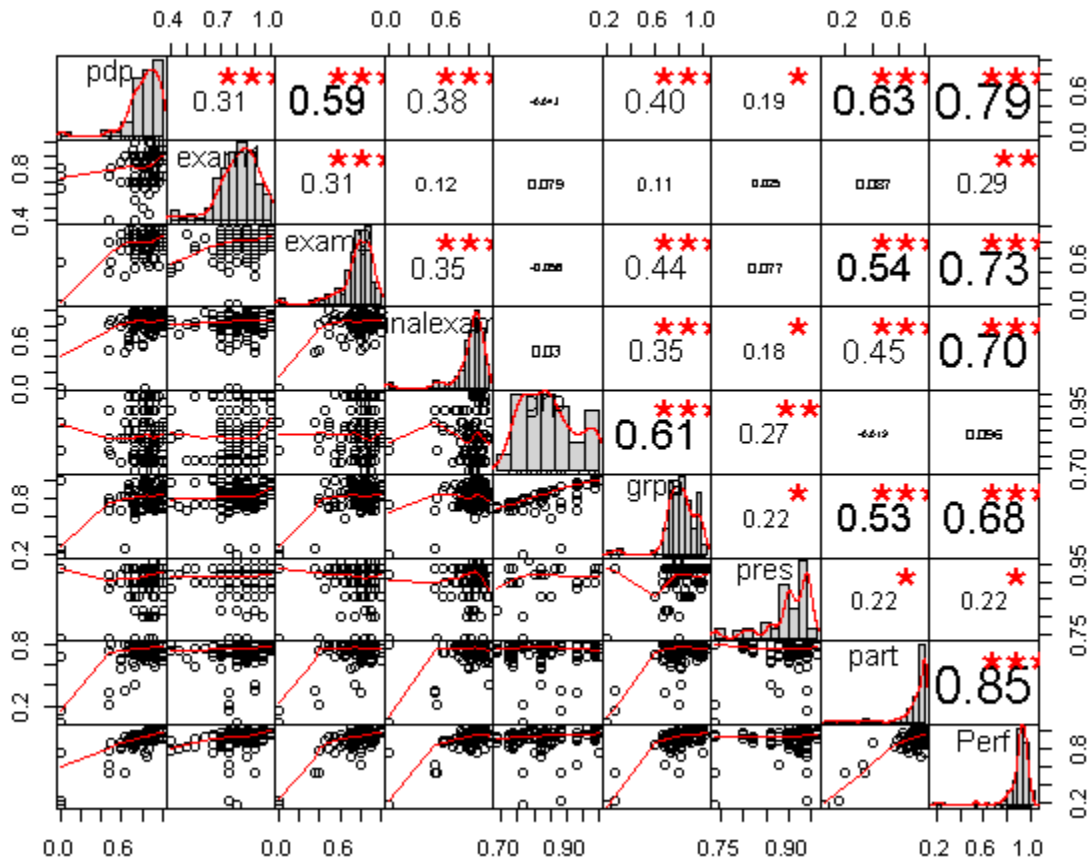
Section	N	pdp	exam1	exam2	finalexam	grp	grpa	pres	part	perf
Mean										
1	42	0.83	0.82	0.81	0.85	0.86	0.84	0.92	0.74	0.93
2	39	0.80	0.82	0.74	0.83	0.81	0.80	0.87	0.71	0.89
3	44	0.82	0.81	0.78	0.80	0.83	0.81	0.92	0.74	0.90
Standard Deviation										
1	42	0.17	0.11	0.13	0.17	0.10	0.11	0.03	0.13	0.08
2	39	0.19	0.13	0.18	0.18	0.08	0.14	0.06	0.17	0.15
3	44	0.17	0.12	0.18	0.10	0.09	0.15	0.04	0.15	0.13

Note. pdp=Personal Development Portfolio, exam1=Exam 1, exam2= Exam2, finalexam=Final Exam, grp=Group Project Report, grpa=Adjusted Group Project Report, pres=Group Presentation, part=Participation point, sum of Kahoot! final points, Discussion board posts, simulation#1 and simulation#2. Perf= Final class grade.

### **Analysis of the Relationships among Key Assignments and Final Performance**

Next, I calculated Pearson pairwise correlations among key assignment categories to see their relationships with each other. To increase the power of the analysis, I combined three sections into one dataset (N=125). Results of correlations and score distributions are presented in Figure 3 below. There are some interesting findings from this analysis. First, participation points, despite being the lowest on average, is the most relevant factor to students' final performance ( $r=.85$ ,  $p<.001$ ). Second, the second most relevant factor to students' final performance is the personal development portfolio ( $r=.79$ ,  $p<.001$ ). Third, participation points and personal development portfolio are highly correlated ( $r=.63$ ,  $p<.001$ ). Because the determining factor of building a good personal development portfolio is to attend the class and keep a record of all assessments, it makes sense to see a high correlation between these two activities. This indicates that those conscientious students who keep track of their assessments and points are more likely to be successful in the class. Fourth, the group project grade is not much related to the final performance, but the adjusted group grade accounting for individual contribution is highly related to final performance ( $r=.68$ ,  $p<.001$ ). It is also interesting to observe that group project grade without adjustment is not related to personal development portfolio, exams, and participation grade, whereas the adjusted group project grade, is moderately related to these activities. This could mean that adjusted group project grade provides a fair redistribution of rewards to individual contributors in the team and properly reflects students' level of engagement in the class. Finally, the exam 2 and the final exam are more relevant to the final performance than the exam 1.

**Figure 3.**



Note. pdp=Personal Development Portfolio, exam1=Exam 1, exam2= Exam2, finalexam=Final Exam, grp=Group Project Report, grpa=Adjusted Group Project Report, pres=Group Presentation, part=Participation point, sum of Kahoot! final points, Discussion board posts, simulation#1 and simulation#2. Perf= Final class grade.

### Test of Classroom Knowledge Retainment

I used the same set of Kahoot! Quizzes to conduct the pretest and posttest to assess how much students could retain the knowledge learned in the classroom. This is also a proper test of LO2 that students should be able to differentiate common sense and evidence-based practices in the workplace. At the beginning of the class on evidence-based management, I used Kahoot! to display four questions in Table 3 below. Two days later, I played the same set of questions with a slight change in wordings plus a new question covering the content in the lecture two days ago.



The four questions were taken from a survey sent by the Society for Human Resource Management (SHRM) to 959 HR managers. Among those HR managers, 48.5% are HR managers, 26.1% are directors, 18% are vice presidents. They have an average of 13.8 years' experience in HR. The third column in Table 3 shows the percentage of HR managers who answer the questions correctly in the original survey. During the pretest, I asked students to use their common sense knowledge to answer those questions. For some questions, students had a higher correction rate than HR managers. It could be that some students have taken a lower level management class before and thus been exposed to this type of knowledge. Two days later, I played the same set of questions in class. As shown in Table 3, the correction rate has increased significantly for all four questions. I added a new question covering the content they learned last time; the accuracy rate for this question is 55%. These results suggest that students have an improved understanding of course content when I put in a quiz format and show them the answers immediately. If I present the knowledge in a typical way (i.e., Q5) and quiz them later, there is still a learning effect, but it may not as salient as the quiz method.

**Table 3.**

Questions	Correct Answer	% correct by HR managers	% correct by students (pre-test)	% correct by students (post-test)
1. On average, conscientiousness is a better predictor of employee performance than intelligence.	False	18%	Correct=8+13+14=35 Percent=28%	Correct=25+30+16=71 Percent=60%
2. Being very intelligent is actually a disadvantage for performing well	False	42%	Correct=26+28+23=77 Percent=61%	Correct=36+34+33=103 Percent=87%

on a low-skilled job.				
3. "Integrity tests" that predict whether someone will steal don't work well in practice because so many people lie on them	False	32%	Correct=8+14+8=30 Percent=24%	Correct=31+32+31=94 Percent=80%
4. It is best to ask each job applicant individualized questions to determine his or her true strengths, weaknesses, and potential.	False	70%	Correct=10+16+9=35 Percent=28%	Correct=28+31+27=86 Percent=73%
5. When you call a guy pregnant, what type of error do you make?	Type I error	NA	NA	Correct=22+25+18=65 Percent=55%

## **SUMMARY: Reflection on the Course**

### **Summary**

Overall, developing the benchmark portfolio has helped me to accomplish my original goals. First, I systematically documented my approach to teaching and learned to be more specific about learning objectives. I also learned how to link appropriate teaching methods and assessments to those learning objectives. Second, through data analysis, it has cleared up some of my inquiries on teaching. The results are helpful to inform future changes to the course design. After reflecting on my teaching and assessment methods, I come to realize that I have put a huge emphasis on fostering engagement and participation in the class. There are 40% of the grade are assignments designed to attract students' attention and offer them different opportunities to reinforce knowledge. This is consistent with my teaching philosophy that effective learning requires a high level of engagement. The results of my analysis of key assignments also provide empirical support to my belief that participation is the most relevant factor contributing to the final class performance. In addition, the results also show empirically that my approach to adjust group project grades based on individual contributions will introduce equity to group projects. Third, I experimented with some innovative approaches to teaching, such as Kahoot! quizzes, group presentation videos, conceptual maps, Vidgrid videos with embedded questions, and Canvas design tools. There are pros and cons to each of the approaches. This has made me conclude that my approach to teaching MNGT360 in the midst of the COVID19 pandemic has been moderately successful because of the positive reactions from students regarding different activities. However, there is definitely more room for improvement.

## **Future Plans for Course**

The experiments of new teaching approaches have objectively increased engagement and learning of students. I will keep a couple of features in designing my future courses, such as Canvas design tools, Vidgrid videos with embedded questions, group peer evaluations, personal development portfolios, open-book exams, Kahoot quizzes, and group presentation videos. However, I believe I will continue to work on certain new features as they also introduce operational challenges.

First, Kahoot! quizzes are great tools to reinforce learning. I have obtained some evidence for its effectiveness in the classroom. It is also very engaging to use in a synchronized zoom session. However, operationally it is very time-consuming to match Kahoot! results in the grade book and provide a record of their participation over the semester. I asked students to enter their husker id as the nickname when entering Kahoot!. In addition, Kahoot! is only appropriate for very short quizzes as it limits the length of the questions we can enter. Some application-level questions would not be appropriate to assess in the Kahoot! environment. In the future, I may continue to use Kahoot! in the classroom. However, I may not use it as a formal assessment tool for student learning.

Second, I used CATME.org for peer evaluation of a group project. CATME.org uses the BARS scale, which tends to be more accurate in peer ratings. My results also show that the adjustment factors based on their algorithm are moderately correlated with the performance of other assignments, showing a good validity of the ratings. However, students have constantly failed to receive emails from CATME, introducing a huge operational burden when managing a large class or multiple sessions. This challenge will escalate when the class is in an online format as the instructor cannot troubleshoot the problem for students in person. In the future, I may

substitute CATME.org with Qualtrics surveys for simplicity. The reliability of peer ratings using Qualtrics surveys needs to be further validated.

Third, I will continue to use Canvas design tools as I found the Canvas homepage template in Figure 1, a very effective organizing interface for students. This is particularly useful if the course will continue to be offered online or in a hybrid format.

Fourth, I have found that open-book exams to be a viable option in the future. This can potentially reduce the burden of proctoring and scanning services and is flexible to both the instructor and students. The only concern I had is whether the open book exam will potentially inflate the score. The results have shown that inflation is not systematic, nor is it significant when the proper level of the questions are chosen to test during a specific period of time.

## Appendix A. Original Syllabus

# MANAGING BEHAVIOR IN ORGANIZATIONS

MGMT: 360: 003 & 004 & 005

Spring 2020

<b>Section 003:</b> 12:30pm – 1:45pm <b>Section 004:</b> 02:00pm – 03:15pm <b>Section 005:</b> 11:00am -12:15pm  Tuesdays and Thursdays COB-227 CITY	
<b>Office Hours:</b>  3:30 – 4:30 pm, Tuesdays and Thursdays Other times by appointment	<b>Instructor:</b>  Jia (Joya) Yu, Ph.D.  Email: <a href="mailto:jia.yu@unl.edu">jia.yu@unl.edu</a> Office phone: 402-472-3792 Office location: 325H COB

### Required Materials:

*Organizational Behavior: Improving Performance and Commitment in the Workplace, 6<sup>th</sup> Edition, by Jason A. Colquitt, Jeffery A. LePine, and Michael J. Wesson. McGraw Hill.*

*Harvard Business Publishing Coursepack (simulations)*

### Course Objectives

This course uses an evidence-based approach to offer foundational knowledge of organizational behavior- a discipline to understand why employees behave certain ways and how to manage those behaviors in organizations. By the end of the course, students should be able to:

1. Understand major theoretical perspectives and key concepts in the fields of organizational behavior.

- Different ways to evaluate employee outcomes: performance, job attitudes, well-being
- Individual differences that explain why people act differently with a major focus on personality traits and ability

- Heuristics and biases that influence decision making
  - Basic theories of motivation
  - Benefits and drawbacks of team-based work and how teams develop, functional and dysfunctional roles
  - How leaders influence others to accomplish a common goal; effective and ineffective leadership styles
2. Differentiate common sense and evidence based practices in the workplace
- Identify and critically evaluate common sense practices in the workplace
  - Identify and critically evaluate evidence based practices in the workplace
  - Compare and contrast the common sense and evidence based practices
3. Analyze a work scenario using theoretical frameworks on organizational behavior
- Analyze complex management problem and select appropriate research based solutions
  - Analyze a workplace video or a movie, identify characters' personality, attitudes, leadership styles, decision making, and rationalize why they behave certain ways
4. Apply theories and research findings on organizational behavior to a variety of contexts
- Assess and critically evaluate themselves in terms of their personality traits, ability, motivation, teamwork and leadership styles
  - Apply theories and research findings to explain and make predictions of certain behaviors in simulated contexts.
5. Develop leadership and teamwork skills
- Build, participate in and lead diverse teams in real and simulated tasks
  - Recognize their own teamwork and leadership styles

## **Course Activities**

### **Participation (10%):**

Your participation will be evaluated both in-class and off-class.

1. **Kahoot! pop quizzes.** Kahoot! pop quizzes will be played randomly in lectures. Each of you will have a cumulative score about how many answers you have done correctly and how quickly you answered the quizzes. Kahoot! leaderboard is based on how fast and how accurate you respond to the quiz. You get 0 point for not answering a quiz, 1 point for answering one quiz wrong, and 3 points for answering one quiz right. Points will be added up until you gain 50 points. Until then, no more points will be earned. Top 10% in the leaderboard at the end of the semester will receive 10 additional bonus points on top of the points they have earned. The maximum you can earn is 60 (50+10)

**2. CANVAS Discussion board participation.** In some lectures, I will post discussion questions on the discussion board on CANVAS. You will get 5 points by answering to each discussion question. You can only post once for each discussion question. Points will be added up until you gain 50 points. There will be a deadline for each discussion question. You will no longer receive points if you missed the deadline.

### **Personal Development Portfolio (15%):**

Throughout the semester, there will be periodic in-class activities and assessments. The activities will be a mix of both individual and group work. Most activities are designed to improve your understanding of a particular OB concept by connecting it to your own experience. For example, you will be asked to fill out your expectations, and have the opportunity to assess your personality, goal orientation, GMA, cultural intelligence, teamwork skills and leadership styles. You will be asked to keep a personal development portfolio that collects and organizes all these assessments. Finally, you will need to include a summary of the following points in your portfolio:

1. An analysis and evaluation of your key strengths and weaknesses as an employee, a team member and a leader, incorporating all of the assessment data you have collected.
2. Your personal development plan for the next 3-5 years based on your current self-evaluation.

This summary should be no more than 2 pages, single-spaced in 12-point Times New Roman with 1-inch margin. The summary should be uploaded to Canvas electronically by **11:59pm April 2<sup>nd</sup>, 2020. Late submission will receive a 5% grade penalty.**

### **Group Case Analysis and Presentation (15%+5%):**

One important learning objective is to apply management theories to real life scenarios. With this in mind, you will be randomly assigned to a group of five members and asked to finish a case analysis together. You have three options.

1. Pick the 1957 movie “Twelve Angry Men”
2. Pick the 1949 movie “Twelve O’clock High”
3. Pick any movie you consider to be relevant

You will provide your analysis on the movie that you choose using the OB topics we have covered in the class, including the leadership, decision making, teams, personality etc. As a group, you will be required to submit a report of this case analysis (15%) and do a 12 minutes presentation in front of the class (5%).

“There are a thousand Hamlets in a thousand people’s eyes.” There are hundreds of ways how people could interpret and analyze the movie. I would encourage you to view the motive from the perspective of a behavioral scientist. You can be creative about the themes to be analyzed, OB concepts to be applied and the structure of your report. I am grading on the depth of the analysis, the relevance of OB concepts (and how well you understand and apply the concepts), and the novelty of your perspectives.



The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 10 pages and the maximum length is 15 pages. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to your analysis.

This is a group project. You will be graded as a group and receive a single grade. However, to reduce social loafing problems associated with teamwork (will be discussed in later in the semester), each team member will have an opportunity to rate the other members' contributions to the final project and your individual score can be adjusted based on your contribution score. The report should be uploaded to Canvas electronically **by 11:00pm April 16, 2020**. Late submission will receive a 5% grade penalty. As a group, you only need to upload one final copy.

### **Leadership and Team Simulation (10%):**

You will be also required to participate in two decision-making simulations where you will actually play a role to make management decisions. One simulation is an individual role-play: Judgment in a Crisis and the other is a team based role-play: Everest. The simulations are included in the HBP coursepack. Bonus points available.

### **Peer Review of Presentation and Group Work (5%)**

You can earn 50 points by grading the presentation video made by other groups (40) and evaluating your own team member's performance (10). The recorded presentation will be graded by some of your classmates and you will be grading their presentations too. I will provide a grading rubric on Canvas and an instruction video about how to grade them. A peer evaluation survey will also be sent to your email from CATME. Your individual score of the group report will be adjusted based on the peer evaluation survey.

### **Exams (40%):**

The examinations will consist of multiple choice, true/false question, knowledge application questions. There will be questions that assess your knowledge of factual information and questions that assess your ability to apply relevant knowledge to a factual scenario. The testing domain includes all material covered in the course (readings, lectures, exercises, videos, etc.), with material discussed during class emphasized and tested in greater depth.

Unless there is prior approval from the instructor and a legitimate, documented reason for needing a make-up exam (e.g., illness, family emergency), examinations must be taken at the scheduled time. Failure to take an exam at the scheduled time will result in a grade of zero.

### **Extra Credit Activities:**

You can earn extra credits by choosing to participate in one of the two research activities.

1. Andrew Hanna Research Project. Andrew will collect data for his dissertation in this class. His will send four surveys throughout the semester. You can get a total of 50 points if you complete all four surveys. To participate, you need to a) sign the consent form (available during the 1<sup>st</sup> lecture); b) fill out the surveys.

Andrew's email: andrew.a.hanna@huskers.unl.edu.

2. Independent research paper. You can pick a topic of your interest from our class. Identify a research question and write a 10-page report with at least 10 academic reference. The deadline to submit independent research paper is **by 11:00pm March 31<sup>st</sup>, 2020.**

## Grades

Your final grade for the course will be determined based on the following:

Participation 100 points (10%)

Personal Development Portfolio 150 points (15%)

Group Case Analysis and Presentation 200 points (15%+5%)

Peer Review of Presentation and Group Work 50 points (5%)

Simulation Exercise 100 points (10%)

Exam1 100 points (10%)

Exam2 100 points (10%)

Exam3 100 points (10%)

Exam4 100 points (10%)

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Total 1000 points (100%)+ Extra Credit Activities

Your final grade will be based on the total number of points you receive throughout the semester.

980-1000 points	A+	780-799	C+
920-979 points	A	720-779	C
900-919 points	A-	700-719	C-
880-899 points	B+	680-699	D+
820-879 points	B	620-679	D
800-819 points	B-	600-619	D-
		Below 600	F

## Class Format

Classes consist primarily of lecture, discussion and experiential learning activities. Short videos and other in class activities will also be included. In order to maximize discussions, it is important that you complete readings prior to the date it will be covered in class.

## TENTATIVE COURSE SCHEDULE

<u>Dates</u>	<u>Topics, activities, &amp; exams</u>	<u>Assigned reading &amp; deadlines</u>
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1/14	Course Introduction	Syllabus
1/16	What is Organizational Behavior?	Ch. 1
1/21	Evidence Based Management: OB Methods 101	Team Formation
1/23	Job Performance	Ch. 2;
1/28	Organizational Commitment	Ch. 3
1/30	Individual Difference: Personality	Ch. 9
2/04	Individual Difference: Ability	Ch. 10
2/06	Exam 1 (in class)	
2/11	Job Satisfaction & Work Design	Ch. 4
2/13	Stress	Ch.5
2/18	Motivation	Ch. 6
2/20	Motivation	Ch. 6
2/25	Trust, Justice, Ethics	Ch. 7
2/27	In-class simulation: Judgment in a Crisis (in class)	
3/03	Decision making & learning	Ch. 8
3/05	Exam 2 (in class)	
3/10	Team Characteristics	Ch. 11
3/12	Team Characteristics: role play	Ch. 11
3/17	Team Processes	Ch. 12
3/19	Team Processes & communication	Ch. 12
3/22~3/29	Spring Vacation	
3/31	Exam 3 (in class)	
4/2	Leadership: Power and Influence	Ch. 13; Submit PDP
4/7	Leadership: Styles and Behaviors	Ch. 14
4/9	Leadership: Styles and Behaviors	Ch. 14
4/14	Leadership: Styles and Behaviors	Ch. 14
4/16	Instruction to Leadership & Team Simulation	Group Project Due
4/21	Exam 4 (in class)	
4/23	Group Presentation	
4/28	Group Presentation	
4/30	Group Presentation	

## **Equitable Climate**

It is particularly important that a good climate for learning be provided by the instructor and students. Please join with the instructor to help avoid any form of harassment in this class. The University of Nebraska-Lincoln definition: "Harassment is a form of discrimination in which unwelcome, severe, or pervasive speech or actions are directed to individuals or groups of people

on the basis of race, color, religion, sex, national or ethnic origin, age, disability, veteran or marital status, sexual orientation, or political views, either directly or indirectly." If anyone feels that the instructor has said or done anything that offends someone, you should let the instructor know as soon as possible either during or after class (or anonymously with a note under the instructor's office door). You are also encouraged to report such behavior to the instructor's department chair (Dr. Jonathan P. O'Brien), and the Dean of the College of Business (Dean Kathy Farrell). Discrimination problems can also be reported to the Student Ombudsperson 124 Adm. Bldg., Counseling and Psychological Services, 15th and U Streets, Student Judicial Affairs, 124 Adm. Bldg. and the Office of Affirmative Action and Diversity Programs 127 Adm. Bldg. Your help in this matter is appreciated.

### **Service for Students with Disabilities**

Students with disabilities are encouraged to contact me (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

### **Academic Honesty**

Students who violate the University of Nebraska-Lincoln policy on academic honesty will not be tolerated in class. Any student who turns in work that is not their own or who is observed copying off another during a testing situation will be immediately reported and recommended for disciplinary action in addition to receiving a 0 for that work.

### **Grade Appeals**

If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

### **Student Statement of Values**

We the students of the University of Nebraska-Lincoln, as the Cornhusker community, are true to the values we uphold. We treat each other and ourselves with respect; we are dependable, following through on obligations; we are committed, faithful to a cause that is greater than ourselves; we are diligent citizens, engaging in service and our community; we share a caring spirit, demonstrating interest and concern; and we are open-minded, valuing the ideas of others; we engage in responsible social conduct that reflects credit upon the University community and model good citizenship in any community. We work with integrity to fulfill the mission of higher education and strive for excellence while forever carrying the banner of UNL.

Still, on our journeys toward becoming the best versions of ourselves, we learn from the mistakes we make. Furthermore, we understand that rules, regulations, and sanctions do not exist merely as punitive measure, but rather as guiding principles leading us toward

success. This Code of Conduct seeks to create standards, consistent with our values, of the highest order to which we hold our peers and ourselves.

**Student Code of Conduct:** <http://stuafs.unl.edu/dos/code>

## Appendix B. Group Project Grading Rubric

# MANAGING BEHAVIOR IN ORGANIZATIONS

MGMT: 360: 003 & 004 & 005

Spring 2020

<b>Section 003:</b> 12:30pm – 1:45pm <b>Section 004:</b> 02:00pm – 03:15pm <b>Section 005:</b> 11:00am -12:15pm  Tuesdays and Thursdays COB-227 CITY	
<b>Office Hours:</b>  3:30 – 4:30 pm, Tuesdays and Thursdays Other times by appointment	<b>Instructor:</b>  Jia (Joya) Yu, Ph.D.  Email: <a href="mailto:jia.yu@unl.edu">jia.yu@unl.edu</a> Office phone: 402-472-3792 Office location: 325H COB

### Required Materials:

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*Harvard Business Publishing Coursepack (simulations)*

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- Different ways to evaluate employee outcomes: performance, job attitudes, well-being
- Individual differences that explain why people act differently with a major focus on personality traits and ability
- Heuristics and biases that influence decision making
- Basic theories of motivation

- Benefits and drawbacks of team-based work and how teams develop, functional and dysfunctional roles
  - How leaders influence others to accomplish a common goal; effective and ineffective leadership styles
2. Differentiate common sense and evidence based practices in the workplace
- Identify and critically evaluate common sense practices in the workplace
  - Identify and critically evaluate evidence based practices in the workplace
  - Compare and contrast the common sense and evidence based practices
3. Analyze a work scenario using theoretical frameworks on organizational behavior
- Analyze complex management problem and select appropriate research based solutions
  - Analyze a workplace video or a movie, identify characters' personality, attitudes, leadership styles, decision making, and rationalize why they behave certain ways
4. Apply theories and research findings on organizational behavior to a variety of contexts
- Assess and critically evaluate themselves in terms of their personality traits, ability, motivation, teamwork and leadership styles
  - Apply theories and research findings to explain and make predictions of certain behaviors in simulated contexts.
5. Develop leadership and teamwork skills
- Build, participate in and lead diverse teams in real and simulated tasks
  - Recognize their own teamwork and leadership styles

## Course Activities

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Your participation will be evaluated both in-class and off-class.

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gain 50 points. There will be a deadline for each discussion question. You will no longer receive points if you missed the deadline.

### **Personal Development Portfolio (15%):**

Throughout the semester, there will be periodic in-class activities and assessments. The activities will be a mix of both individual and group work. Most activities are designed to improve your understanding of a particular OB concept by connecting it to your own experience. For example, you will be asked to fill out your expectations, and have the opportunity to assess your personality, goal orientation, GMA, cultural intelligence, teamwork skills and leadership styles. You will be asked to keep a personal development portfolio that collects and organizes all these assessments. Finally, you will need to include a summary of the following points in your portfolio:

3. An analysis and evaluation of your key strengths and weaknesses as an employee, a team member and a leader, incorporating all of the assessment data you have collected.
4. Your personal development plan for the next 3-5 years based on your current self-evaluation.

This summary should be no more than 2 pages, single-spaced in 12-point Times New Roman with 1-inch margin. The summary should be uploaded to Canvas electronically by **11:59pm April 9<sup>th</sup>, 2020. Late submission will receive a 5% grade penalty.**

### **Group Case Analysis Report (15%):**

One important learning objective is to apply management theories to real life scenarios. With this in mind, you will be randomly assigned to a group of five members and asked to finish a case analysis together. You have three options.

1. Pick the 1957 movie “Twelve Angry Men”
2. Pick the 1949 movie “Twelve O’clock High”
3. Pick any movie you consider to be relevant

You will provide your analysis on the movie that you choose using the OB topics we have covered in the class, including the leadership, decision making, teams, personality etc. As a group, you will be required to submit a report of this case analysis (15%).

“There are a thousand Hamlets in a thousand people’s eyes.” There are hundreds of ways how people could interpret and analyze the movie. I would encourage you to view the motive from the perspective of a behavioral scientist. You can be creative about the themes to be analyzed, OB concepts to be applied and the structure of your report. I am grading on the depth of the analysis, the relevance of OB concepts (and how well you understand and apply the concepts), and the novelty of your perspectives.

The report should be double-spaced in 12-point Times New Roman font with 1” margins around. The minimum length is 10 pages and the maximum length is 15 pages. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to your analysis.



This is a group project. You will be graded as a group and receive a single grade. However, to reduce social loafing problems associated with teamwork (will be discussed in later in the semester), each team member will have an opportunity to rate the other members' contributions to the final project and your individual score can be adjusted based on your contribution score. The report should be uploaded to Canvas electronically **by 11:59pm April 23, 2020**. Late submission will receive a 5% grade penalty. As a group, you only need to upload one final copy.

### **Group Project Presentation (5%)**

After completing the group case report, your group need to make a 12 minutes presentation video (5%) and upload the video to Canvas. One easy way you can make the video is to host a group zoom session. One member shares the screen for the PowerPoint presentation. Then all members take the turn to present one part of the presentation. Please activate the recording feature in zoom and upload the recording to Canvas by **11:59pm April 23, 2020**. As a group, you only need to upload one final copy.

### **Peer Review of Presentation and Group Work (5%)**

You can earn 50 points by grading the presentation video made by other groups (40) and evaluating your own team member's performance (10). The recorded presentation will be graded by some of your classmates and you will be grading their presentations too. I will provide a grading rubric on Canvas and an instruction video about how to grade them. A peer evaluation survey will also be sent to your email from CATME. Your individual score of the group report will be adjusted based on the peer evaluation survey.

### **Leadership and Team Simulation (10%):**

You will be also required to participate in two decision-making simulations where you will actually play a role to make management decisions. One simulation is an individual role-play: Judgment in a Crisis and the other is a team based role-play: Everest. The simulations are included in the HBP coursepack.

### **Exams (40%):**

The examinations will consist of multiple choice, true/false question, knowledge application questions. There will be questions that assess your knowledge of factual information and questions that assess your ability to apply relevant knowledge to a factual scenario. The testing domain includes all material covered in the course (readings, lectures, exercises, videos, etc.), with material discussed during class emphasized and tested in greater depth.

Exam1 and 2 were taken in class. The final exam will be a combination of exam 3 and exam 4 and worth a total of 200 points. It will be available on Canvas for 2 hours at the time specified in the final exam schedule during the final week. Exam details will be discussed in the first week after the spring break.

<https://registrar.unl.edu/academic-calendar/final-exam/>

Unless there is prior approval from the instructor and a legitimate, documented reason for needing a make-up exam (e.g., illness, family emergency), examinations must be taken at the scheduled time. Failure to take an exam at the scheduled time will result in a grade of zero.

### **Extra Credit Activities:**

You can earn extra credits by choosing to participate in one of the two research activities.

1. Andrew Hanna Research Project. Andrew will collect data for his dissertation in this class. His will send four surveys throughout the semester. You can get a total of 50 points if you complete all four surveys. To participate, you need to a) sign the consent form (available during the 1<sup>st</sup> lecture); b) fill out the surveys.

Andrew's email: [andrew.a.hanna@huskers.unl.edu](mailto:andrew.a.hanna@huskers.unl.edu).

2. Independent research paper (50 points). You can pick a topic of your interest from our class. Identify a research question and write a 10-page report with at least 10 academic reference. The deadline to submit independent research paper is **by 11:00pm March 31<sup>st</sup>, 2020.**

## **Grades**

Your final grade for the course will be determined based on the following:

Participation 100 points (10%)

Personal Development Portfolio 150 points (15%)

Group Case Analysis 150 points (15%)

Group Presentation Video 50 points (5%)

Peer Review of Presentation and Group Work 50 points (5%)

Simulation Exercise 100 points (10%)

Exam1 100 points (10%)

Exam2 100 points (10%)

Final Exam 200 points (20%)

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Total 1000 points (100%) + Extra Credit Activities 50 points

Your final grade will be based on the total number of points you receive throughout the semester.

980+ points	A+	780-799	C+
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920-979 points	A	720-779	C
900-919 points	A-	700-719	C-
880-899 points	B+	680-699	D+
820-879 points	B	620-679	D
800-819 points	B-	600-619	D-
		Below 600	F

### **Class Format**

Classes consist primarily of lecture, discussion and experiential learning activities. Short videos and other in class activities will also be included. In order to maximize discussions, it is important that you complete readings prior to the date it will be covered in class.

## TENTATIVE COURSE SCHEDULE

<u>Week</u>	<u>Dates</u>	<u>Topics, activities, &amp; exams</u>	<u>Assigned reading &amp; deadlines</u>
1	1/14	Course Introduction	Syllabus
1	1/16	What is Organizational Behavior?	Ch. 1
2	1/21	Evidence Based Management: OB Methods 101	Team Formation
2	1/23	Job Performance	Ch. 2;
3	1/28	Organizational Commitment	Ch. 3
3	1/30	Individual Difference: Personality	Ch. 9
4	2/04	Individual Difference: Ability	Ch. 10
4	2/06	Exam 1 (in class)	
5	2/11	Job Satisfaction & Work Design	Ch. 4
5	2/13	Stress	Ch.5
6	2/18	Motivation	Ch. 6
6	2/20	Motivation	Ch. 6
7	2/25	Trust, Justice, Ethics	Ch. 7
7	2/27	In-class simulation: Judgment in a Crisis (in class)	
8	3/03	Decision making & learning	Ch. 8
8	3/05	Exam 2 (in class)	
9	3/10	Team Characteristics	Ch. 11
9	3/12	Team Characteristics: role play	Ch. 11
10	3/17	Class Cancelled	
10	3/19	Class Cancelled	
	3/22~3/29	Spring Vacation	
11	3/31	Team Processes (video)	Ch. 12
11	4/2	Zoom Meeting	
12	4/7	Leadership: Power and Influence (video)	Ch. 13
12	4/9	Zoom Meeting	Ch. 14; Submit PDP
13	4/14	Leadership: Styles and Behaviors I (video)	Ch. 14
13	4/16	Zoom Meeting	
14	4/21	Leadership: Styles and Behaviors II (video)	
14	4/23	Complete Everest Simulation	Group Project and

			Presentation Video Due
15	4/28	No Meeting	
15	4/30	No Meeting	Presentation Peer-rating and Peer Review Survey Due
	Final Week	Final Exam	

## **Equitable Climate**

It is particularly important that a good climate for learning be provided by the instructor and students. Please join with the instructor to help avoid any form of harassment in this class. The University of Nebraska-Lincoln definition: "Harassment is a form of discrimination in which unwelcome, severe, or pervasive speech or actions are directed to individuals or groups of people on the basis of race, color, religion, sex, national or ethnic origin, age, disability, veteran or marital status, sexual orientation, or political views, either directly or indirectly." If anyone feels that the instructor has said or done anything that offends someone, you should let the instructor know as soon as possible either during or after class (or anonymously with a note under the instructor's office door). You are also encouraged to report such behavior to the instructor's department chair (Dr. Jonathan P. O'Brien), and the Dean of the College of Business (Dean Kathy Farrell). Discrimination problems can also be reported to the Student Ombudsperson 124 Adm. Bldg., Counseling and Psychological Services, 15th and U Streets, Student Judicial Affairs, 124 Adm. Bldg. and the Office of Affirmative Action and Diversity Programs 127 Adm. Bldg. Your help in this matter is appreciated.

## **Service for Students with Disabilities**

Students with disabilities are encouraged to contact me (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

## **Academic Honesty**

Students who violate the University of Nebraska–Lincoln policy on academic honesty will not be tolerated in class. Any student who turns in work that is not their own or who is observed copying off another during a testing situation will be immediately reported and recommended for disciplinary action in addition to receiving a 0 for that work.

## **Grade Appeals**

If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support

why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

## **Student Statement of Values**

We the students of the University of Nebraska-Lincoln, as the Cornhusker community, are true to the values we uphold. We treat each other and ourselves with respect; we are dependable, following through on obligations; we are committed, faithful to a cause that is greater than ourselves; we are diligent citizens, engaging in service and our community; we share a caring spirit, demonstrating interest and concern; and we are open-minded, valuing the ideas of others; we engage in responsible social conduct that reflects credit upon the University community and model good citizenship in any community. We work with integrity to fulfill the mission of higher education and strive for excellence while forever carrying the banner of UNL.

Still, on our journeys toward becoming the best versions of ourselves, we learn from the mistakes we make. Furthermore, we understand that rules, regulations, and sanctions do not exist merely as punitive measure, but rather as guiding principles leading us toward success. This Code of Conduct seeks to create standards, consistent with our values, of the highest order to which we hold our peers and ourselves.

**Student Code of Conduct:** <http://stuafs.unl.edu/dos/code>

## Appendix C. Student Information Worksheet

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Preferred Name \_\_\_\_\_ Hometown \_\_\_\_\_

Major \_\_\_\_\_ Desired Job Type \_\_\_\_\_

Most interested topics in this Class: \_\_\_\_\_

\_\_\_\_\_

Leadership Experience (Your experience as a leader of a student organization, a team, a unit):

\_\_\_\_\_

A primary goal of this class is to understand employees' behaviors (including their feelings, perceptions) in the workplace. If you are a manager or a business owner and you need to manage a number of employees, what do you want to learn most from this class to help you achieve this goal?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What skills do you want to strengthen/learn most?

\_\_\_\_\_

\_\_\_\_\_

How do you learn best? What do you consider to be effective teaching?

\_\_\_\_\_

\_\_\_\_\_

## Goal Setting

Performance Goals in this class

Goals	Sub-goals (action plans)

Skills and learning objectives in this class

Goals	Sub-goals (action plans)

I am committed to achieve these goals: \_\_\_\_\_



## Appendix D. Grading Rubrics

### Group Project Grading Rubric

#### Criterion 1. relevance of concepts (50 pts)

**50.0 to >40.0 pts**

##### **Very Relevant**

1. All concepts are accurately defined in their own words and properly cited.
2. All concepts are justified with clear arguments about why they are relevant to this movie.
3. Show a good understanding of all concepts

**40.0 to >30.0 pts**

##### **Relevant**

1. One concept is not accurately defined in their own words and properly cited.
2. One concept is not justified with clear arguments about why they are relevant to this movie.

**30.0 to >20.0 pts**

##### **Moderately Relevant**

1. Some concepts are not accurately defined in their own words and properly cited.
2. Some concepts are not justified with clear arguments about why they are relevant to this movie.

**20.0 to >0 pts**

##### **Less Relevant**

1. Most concepts are not accurately defined in their own words and properly cited.
2. Most concepts are not justified with clear arguments about why they are relevant to this movie.

#### Criterion 2. Depth of analysis (50 pts)

**50.0 to >40.0 pts**

##### **In-depth**

1. All examples from the movie are accurately and detailed described.
2. Articulate strong justifications for all examples described AND provide logical connections between the concepts and the examples.
3. Effectively use theories/ frameworks/ models/ concepts to explain why some characters demonstrate certain behaviors

**40.0 to >30.0 pts**

### **Mostly in-depth**

1. All but one example from the movie are accurately and detailed described.
2. Articulate strong justifications for all but one example described AND provide logical connections between the concepts and the examples.
3. Use theories/ frameworks/ models/ concepts to explain why some characters demonstrate certain behaviors, but they are loosely applied or not very convincing.

**30.0 to >20.0 pts**

### **Moderately in-depth**

1. All but some examples from the movie are accurately and detailedly described.
2. Articulate strong justifications for all but some examples described AND provide logical connections between the concepts and the examples.
3. Fail to use theories/ frameworks/ models/ concepts to explain why some characters demonstrate certain behaviors.

**20.0 to >0 pts**

### **Not in-depth**

1. Most examples from the movie are not accurately and detailedly described.
2. Fail to articulate strong justifications for most examples described OR provide no logical connections between the concepts and the examples.
3. Fail to use theories/ frameworks/ models/ concepts to explain why some characters demonstrate certain behaviors.

### **Criterion 3. Novelty (30 pts)**

**30.0 to >15.0 pts**

#### **Novel**

1. Provide a well-made conceptual graph that clarifies the relationships among concepts and examples.
2. Provide graphics, figures, or tables to effectively organize information and to assist our understanding of the analysis.
3. Present a novel way to structure the content of the report so it looks integrative and coherent.

**15.0 to >0 pts**

#### **Not Novel**

1. Fail to provide a well-made conceptual graph that clarifies the relationships among concepts and examples. Or the conceptual graph inaccurately describes the relationships among concepts and examples.
2. Fail to provide graphics, figures, or tables to effectively organize information and to assist our understanding of the analysis.
3. Structure the content of the report so it looks separated and disconnected.

#### **Criterion 4. Writing Mechanics & Guidelines (20 pts)**

##### **20.0 to >15.0 pts**

###### **Excellent**

1. Uses well-formed sentences with no grammatical errors.
2. Follow the format guideline completely. The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 10 pages and the maximum length is 15 pages. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to your analysis.

##### **15.0 to >10.0 pts**

###### **Good**

1. Uses mostly well-formed sentences with only a few grammatical errors.
2. Follow the format guideline with some exceptions. The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 10 pages and the maximum length is 15 pages. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to your analysis.

##### **10.0 to >0 pts**

###### **Poor**

1. Most sentences are fragmented with many grammatical errors.
2. Fail to follow the format guideline at all. The report should be double-spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 10 pages and the maximum length is 15 pages. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to your analysis.

## **Personal Development Portfolio Grading Rubrics**

### **Criterion 1. Strengths (50 pts)**

**50 to >30 pts**

#### **Full Marks**

A thorough assessment of their own strengths based on the majority of tests conducted in the class.

**30 to >10 pts**

#### **Half Marks**

Superficial description of their strengths without referencing to the tests conducted in the class.

**10 to >0 pts**

#### **No Mark**

Not mentioning the strengths at all.

### **Criterion 2. Weaknesses (50 pts)**

**50 to >30 pts**

#### **Full Marks**

A thorough assessment of their own weaknesses based on the majority of tests conducted in the class

**30 to >10 pts**

#### **Half Marks**

Superficial description of their weaknesses without referencing to the tests conducted in the class.

**10 to >0 pts**

#### **No Mark**

Not mentioning the weaknesses at all

### **Criterion 3. Plan for development (50 pts)**

**50 to >30 pts**

#### **Full Marks**

A thorough description of the personal development plan based on their evaluation of strengths and weaknesses.

**30 to >10 pts**

**Half Marks**

A simple description (usually in one to two sentences) of the personal development plan without referencing to their evaluation of strengths and weaknesses.

**10 to >0 pts**

**No Mark**

Not mentioning about personal development plan at all

**Total Points: 150**

## Presentation Grading Rubric

Group \_\_\_\_\_

**1=Poor, 2=Need Improvement, 3=Average, 4= Good, 5=Excellent**

<b>Voice control</b>					
1. Projection (volume; loud/soft)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Pace (speech rate; fast/slow)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Intonation (patterns, pauses)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Body language</b>					
1. Appeared comfortable (standing straight, relaxed)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Engaged audience through eye contact	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Gestures (well used, not distracting)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Power Point and Content</b>					
1. Effective to convey information	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Well organized	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Efficient use of time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Creative and interesting	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Please list 1 or 2 strengths**

**Please list 1 or 2 areas for improvement**

**Total Points \_\_\_\_\_/50**

# Appendix E. Sample Weekly Summary Page

To-Do Date: Apr 30 at 11:59pm

## Week 11 Team Processes & Communication

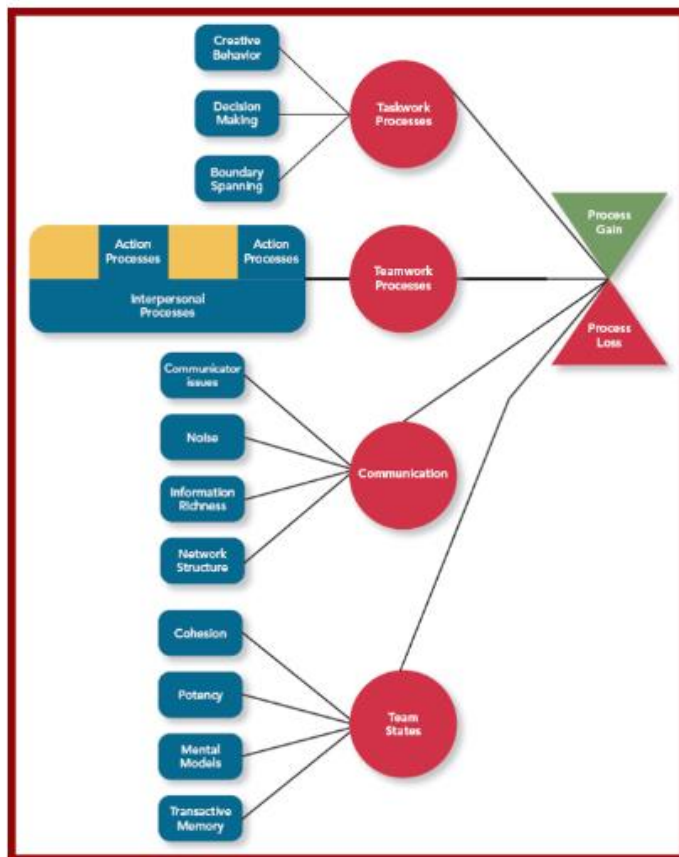
Last class, we covered team characteristics, mainly on the question of how to make a great team. This week, we will continue to explore the topic of teams. That is, how do we make a team great by focusing on team processes and communication? Managing effective team processes and communication can make 1+1>2 in your team.

I will post mini-videos in the **Watch** section below on Tuesday. There are some quizzes embedded in the video that will help you to earn participation points. We will meet via zoom on Thursday to complete some Kahoot! quizzes, activities, and mainly allow you to work with your team for group projects. For details, please visit **Live Session** below.

### Objectives

At the end of this topic, students will be able to:

- Understand key concepts of team process: taskwork process, teamwork process, team communication, and team states.
- Recognize the importance of team process and understand how to effectively manage the team process and configure a better communication pattern.
- Understand the challenges associated with different types of team processes and how to overcome them.





## Think

- What are the steps you can take to improve your current team process?
- What are the challenges you are facing right now? Production blocking, social loafing, conflicts, conformity, groupthink, group polarization, collaboration overload, imbalanced communication pattern
- How do you address the challenges above?



## Read

### Required Reading

- Chapter 12
- [Team process I&II Q33120 5T.pptx](#)



## Watch

▼ Expand All ▲ Collapse All

- 0. Overview
- 1. Team Process/Taskwork Process/Creative Behavior
- 2. Team Process/Taskwork Process/Decision Making
- 3. Team Process/Taskwork Process/Boundary Spanning
- 4. Team Process/Teamwork Process
- 5. Team Process/Teamwork Process/ Effectiveness and Challenges
- 6. Team Communication
- 7. Team States



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 **Live Session**

---

We will meet on **April 2nd, 2020** at **12:30-1:45pm (CDT)** using this Zoom conference room link:

<https://unl.zoom.us/j/7391791271> or

If you are not able to attend from a computer you can dial into a telephone access line ([instructions and phone numbers can be found here](#)) and connect with the class using this conference code:

Meeting ID: 739 179 1271

One tap mobile

+16699006833,,7391791271# US (San Jose)

+13462487799,,7391791271# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 253 215 8782 US

Meeting ID: 739 179 1271

Find your local number: <https://unl.zoom.us/u/aJOEh2FhC>

Join by SIP

7391791271@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (EMEA)

103.122.166.55 (Australia)

209.9.211.110 (Hong Kong)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 739 179 1271

The session will last approximately **75** minutes. This [Zoom guide](#) provides directions on how to login, setup your audio, and participate during the session.

Please take a few moments to review the [video chat etiquette guidelines](#).

Agenda

- [Team role reflection instruction explained and deadline extended](#)
- [Navigating the new Canvas site and important changes in syllabus](#)
- [Tips in assignments and group projects](#)
- [Kahoot quizzes](#)
- [Group project in breakout room-offering individual team consultation](#)

After the session, a recording will be posted here.

---

 **Do**

---

Please review the link below for critical information.

[Syllabus](#)

[Start Here](#)

[Group Project Report](#)