LAMP-M401: Capstone Seminar (Section 3654)
Spring 2025
Tuesdays & Thursdays
12:45–2:00 PM
GA 1118 (Global and International Studies Building)

Course Information
Professor: Steve Benard
Office: BH 748
Office Hours: T 10:00am-12:00pm or by appointment
Email: sbenard@iu.edu (Please put "M401" first in the subject line)
Course webpage: Available on Canvas (https://canvas.iu.edu/)
Class Location: GA 1118

Graduate Assistant: Hannah Dixon Everett
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Course Description
This is a course on organizational behavior, designed to help you understand key issues in contemporary workplaces. The course is divided into two sections, which we will use to tackle two important problems. First, how can organizations develop creative, productive cultures? What can leaders do to get the most out of teams they manage? How do we navigate cooperation and conflict at work? Second, how do organizations avoid employee burnout, encourage commitment, and reduce turnover? Is it possible to improve both organizational performance and the mental and physical health of employees? In both sections, we will focus on linking empirical research to practical problems faced by organizations.

Learning Objectives
Students who earn a C or better in M401 will be able to:
1. identify a management problem or challenge within a given situation
2. analyze a complex, real-world problem for which no single answer exists
3. collaborate to devise effective research strategies and conduct relevant inquiries
4. locate appropriate data and information sources and evaluate their significance
5. communicate research findings in multiple findings to an array of audiences

In Class
Most of our classes will include three sections: lecture, guided discussion/group work (where I will present questions/puzzles related to the course material, which we will discuss as a class), and student discussion leaders (where you will take turns asking and discussions questions you find interesting). The proportion of time we spend on each section may vary with the topic that

week. There will be a few class sessions that depart from this format, mainly when we are working the final capstone project.

Course Organization

The Canvas page is organized into modules for each week. The module for each week will have the information you need for that week, including the syllabus, lecture notes (posted after class), any additional readings outside of the two required books, assignments, etc.

Required Readings

There are two required readings for this course:

1. Coyle, D. (2019). *The Culture Code: The Secrets of Highly Successful Groups.* London, Random House Business.
2. Kelly, E. L. 1., & Moen, P. (2021). *Overload: how good jobs went bad and what we can do about it.* Princeton, Princeton University Press.

It is important to me to keep the costs of the course as low as possible. If you would prefer to buy the books, they can be purchased at the IU Bookstore or at various online sources. New physical copies were recently $16-18, and used copies were less.

I have asked the IU library to place The Culture Code on 4-hour reserve at Wells Library. This means you can check the book out and read it in the library for up to four hours.

Overload is available through the IU library as an e-book. You need to login to the library account with your IU credentials, then search for the book in the IUCAT. If you search "Erin Kelly Overload", it should be the first hit. This option was not available for *The Culture Code*.

Contact and Office Hours

My email address is sbenard@iu.edu. Please put "M401" in the subject line, this will help me prioritize student emails. I will reply as soon as I can, typically within 1 business day. In very busy times during the semester, it may take slightly longer.

I am available to respond to short questions via email; for longer questions I can help you more effectively in office hours. I do not check Canvas notifications, so please get in touch via my IU email, come to office hours, or talk to me in class.

My office hours are Tuesdays from 10:00am-12:00pm. You can sign up for office hours at https://prof-benard.youcanbook.me. You can also walk in, but students with appointments have priority. If you would prefer to meet via Zoom there is a place to indicate this when you sign up for a meeting. If you don't have availability during these times, you can contact me to set up another time to meet.

Evaluation

Please title your assignments using this format: m401_*your iu user id*_assignmentname

Attendance: A key lesson of this course is that groups and organizations are more productive, creative, and enjoyable when they have a healthy culture. I will do everything I can to make this course interesting and generally worth your time, At the same time, creating a culture takes the participation of everyone in it. For this reason, we take attendance to recognize your participation and keep everyone involved. We will begin taking attendance in Week 2. You can miss four classes without penalty. If you need to miss more classes due to health or family emergencies, please get in contact with me or your GA.

Reading Responses: In weeks 2-7, 11, and 13, the syllabus includes reading questions that ask you to reflect on key issues in the reading that week. Your assignment in these weeks is to write a short response to the readings and post it on Canvas as a graded discussion comment.

High-quality responses will: (1) Answer all parts of the reading questions, (2) Use all of the readings for that week, (3) include your own original ideas and analysis, such as connecting the readings to (a) past readings, (b) your own experience, or (c) suggesting additional issues or questions that might be important to consider when thinking about this topic.

The discussion comments will be graded using the following rubric:

5 points:	your post accomplishes 1-3 above. The post is written clearly and is well-organized.
3-4 points:	your post accomplishes 2 of the points above clearly, or accomplishes 3 but has issues with clarity/coherence
1-2 points:	your post accomplishes 1-2 of the points, and has issues with clarity/coherence
0 points:	post is not coherent, does not clearly addressing points 1-3, does not make a clear contribution to the discussion, or is missing.

Response posts are due at the beginning of the first class each week. Plagiarism or use of AI is not permitted.

Discussion leaders: you are expected to actively participate in discussions. In addition, each person will sign up to be a discussion leader once during the semester. When you are the discussion leader, it is your responsibility to 1) bring in 2-3 discussion questions about the reading, 2) help the class work through your question (call on classmates, listen to comments, offer your own ideas), and 3) upload your discussion questions 24 hours before class. Please check in with me a few minutes before class begins on days you are a discussion leader. We will sign-up for discussion leader slots in the first week.

Essay 1: in Essay 1, you will write an essay applying the material from the first half of the course to an organization of your choice. A detailed description with the grading rubric is available in the Week 8 Module.

Case Study Project: Your final project for the course is a case study that includes a mix of individual and team components. A detailed description with the grading rubric is available in the Week 9 Module. In the second half of the semester, we will set aside class time for you to meet with your teams.

Summary of Course Assignments

Assignment	Value	Due
Class Participation/Engagement		
Attendance	48 (24 classes x 2 points)	Starting week 2
Reading Responses	40 (8 responses x 5 points)	Weeks 2-7, 11, 13
Discussion Leader	10 (1 classes x 10 points)	Sign up at the beginning of the semester
Essays/Case Study		
Essay 1	50 points	Week 8
Case analysis deliverable 1: list of organizations/sources	10 points	Week 9
Case analysis deliverable 2: initial research	15 points	Week 12
Case analysis deliverable 3: Presentation	25 points	Week 15
Case analysis deliverable 4: Case study project and team assessment	75 points	Week 16

Grading

A+	100% to 97%	B+	< 90% to 87%	C+	< 80% to 77%	D+	< 70% to 67%
A	< 97% to 93%	B	< 87% to 83%	C	< 77% to 73%	D	< 67% to 63%
A-	< 93% to 90%	B-	< 83% to 80%	C-	< 73% to 70%	D-	< 63% to 60%
						F	< 60% to 0%

Requesting A Letter of Recommendation

If you would like to request a letter of recommendation for applying to graduate schools, fellowships, jobs, grants, or for other reasons, please keep the following in mind:
- You need to ask for letters (don't use someone as a reference unless they agree to be one)
- Recommendation letters are **honest appraisals of your work** that provide specific examples.
  - If you regularly come to class, participate constructively in discussions, and do high-quality work, I can talk about these things in the letter
  - If you often miss class or are unprepared, are distracted or distracting in class, do not complete assignments, or complete them poorly, I will not have sufficient positive content for your letter. It's obvious when you are distracted by your phone/computer in class.

- You need to request a letter at least **four weeks** before the application deadline. Good quality recommendation letters take time to write, and I write a lot of letters. If you do not give me sufficient notice, *I will not have time to write you a high-quality letter*.
- If you ask me to write a letter for you, you need to give me your personal statement, resume or CV, and a spreadsheet of the jobs/ schools, addresses, deadlines, and instructions for submitting the letter in a well-organized format to ensure that your letter goes to the right place at the right time.

Course Policies

Academic Integrity: As a student at IU, you are expected to adhere to the standards contained in the <u>Code of Student Rights, Responsibilities, and Conduct</u> (the *Code*). Holding all students to the standards outlined in the *Code* ensures the value of the degree that you are earning from IU and is valuable training for maintaining ethical standards in the work that you will do in the future for yourself or an employer. Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic integrity violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source must be fully acknowledged. Students should not share their completed work with any other students. If plagiarism or other cheating occurs, both students involved will be considered responsible even if the student sharing their work was unaware that academic misconduct would occur or had occurred. Ignorance of what constitutes academic misconduct or plagiarism is not a valid excuse. In addition, submitting content generated by another person or via an artificial intelligence program (such as ChatGPT, Bard, Google Translate, Dall-E, etc.), and posting questions from quizzes/exams or assignments or downloading answers from online sources are all considered academic misconduct. All suspected violations of the *Code* will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from your instructor in advance.

Generative AI: According to the *Code of Student Rights, Responsibilities, and Conduct*, plagiarism is "presenting someone else's work, including the work of other students, as the submitting student's own. A student must not present ideas or materials taken from another source for either written or oral use without fully acknowledging the source, unless the information is common knowledge." Cheating is "using, providing, or attempting to use or provide unauthorized assistance, materials, information, or study aids in any form." (<u>II: Responsibilities B,4,a and c</u>) Your use of anyone else's (or any AI system's) words, graphic images, calculations, or ideas should be properly cited. AI generators/programs such as ChatGPT, QuillBot, Spinbot, Dall-E, etc. should not be used for any work for this class without explicit permission of the instructor and appropriate attribution.

The use of generative AI platforms will be considered plagiarism and/or cheating and will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Contact your instructor if you have questions.

Note Selling: Various commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides or uploading course assignments to these sites (even after the course has ended) in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students (Office of Student Conduct) as academic misconduct. Sanctions for academic misconduct for this action may include a failing grade on the assignment for which the notes/study guides or assignments have been being uploaded, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email or via Canvas, may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable, but you should not distribute, post, or alter the instructor's intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor.

GroupMe and Other External Messaging Platforms: Please note that you may receive emails from other students about joining GroupMe, Discord, or similar external group messaging platforms for individual classes via Canvas. Even though invitations to join the group may be issued through Canvas, they do not imply the endorsement of the course instructor. While platforms like GroupMe, Discord, etc. can be an effective way of contacting classmates and clarifying information related to the course, they can also be source of unauthorized information sharing or collaboration among students. Collaborative effort on assignments, quizzes, and exams, including sharing or discussing answers when the instructor has not expressly authorized collaboration, is considered cheating. If academic dishonesty occurs via GroupMe or a similar messaging platform, everyone involved in the thread may be found responsible for academic misconduct since membership in the group suggests that that they have been able to view the information shared.

Respect for others: In class discussion, it is natural that some people will have different perspectives. It is normal for people to disagree, but it is important to do it in a mature and thoughtful manner. You are expected to be polite and respectful to all members of the class at all times.

Accessible Educational Services (AES): Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision

neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact Accessible Educational Services at https://studentlife.indiana.edu/care-advocacy/iub-aes/index.html or 812- 855-7578 as soon as possible if accommodations are needed. The office is located in Eigenmann Hall #001.

Bias incident reporting: Bias-based incident reports can be made by students, faculty, and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options:1) fill out an online report at https://reportincident.iu.edu/; 2) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at https://reportincident.iu.edu.

Sexual misconduct & Title IX: IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-8900, or contact a Confidential Victim Advocate at (812) 856-2469 or cva@indiana.edu. University policy requires me to share certain information brought to my attention about potential sexual misconduct with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/index.html to learn more.

Digital Access: Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, and complete and submit written assignments.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me and/or the teaching assistant if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Indiana University provides, including:
- Free on-campus wireless internet (wifi) access through the "IU Secure" network.
- Free software for download and for cloud-based use.
- Free unlimited, secure online storage through OneDrive (a great way to back up files).
- Free 24/7 IU tech support (e.g., email, Canvas, wifi, printing, device setup, etc.).

- Free in-person tech support at the Learning Commons in the Wells Library and in IMU room M089.
- Discounts on devices from leading technology companies, including Apple, Dell, and Microsoft.

Course Focus: The focus of this course is on understanding organizational behavior. Within that focus, I have selected class materials that present a variety of topics and arguments, including teams, status, trust, culture, and others. It is possible that connections between our course and current and/or historical events outside the classroom will come up in lectures, class discussions, or assignments. Those connections may require careful thought rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill in a liberal arts education and will stand you in good stead in your life beyond IU.

Student Advocate's Office: If you experience a personal issue that affects your academic work, and you do not feel comfortable discussing it with your instructors, I encourage you to visit the Student Advocate's Office:

https://studentlife.indiana.edu/care-advocacy/advocates/index.html

See the next page for the course overview →

Course Overview

Part 1: Teams, Creativity, and Leadership

Week 1: Introduction and Overview – January 14 & 16

Reading (for 1/16):   Syllabus

To do: Sign up for discussion leader days on Canvas.

Week 2: Teams, Creativity, and Productivity – January 21 & 23
Reading questions: Why do you think some teams or groups in the workplace are more creative or successful than others? What are "belonging cues"? How important do you think they are? What do you think "collective intelligence" is? In your opinion, how do you think belonging cues and collective intelligence are related?

Due: Reading response

Reading: The Culture Code, Ch 1-3 (26pp)
                "Collective Intelligence and Group Performance", Wooley, Aggarwal, Malone
                (4pp)

Week 3: Status and Influence in Groups – January 28 & 30
Reading questions: What is status, according to Anderson and Kilduff? How do people gain or lose status in groups? What are some ways in which status might help or hurt group performance? Choose one of the groups discussed so far in *The Culture Code.* How do you think status matters in this group?

Due: Reading response

Reading: The Culture Code, Ch 4-6 (17pp)
                "The Pursuit of Status in Social Groups", Anderson & Kilduff

Week 4: Building Trust in Organizations – February 4 & 6
Reading questions: What is trust? What kinds of things cause people to trust or distrust other people and organizations? Are there ways for organizations or teams to increase the trust of members, customers, or clients?

Due: Reading response

Reading: The Culture Code, Ch 7-9 (18pp)
                 "The Trust Crisis", Sucher & Gupta

Week 5: Identity and Leadership – February 11 & 13
Reading questions: What is group or social identity? Why do some groups have stronger identities than others? What are some ways in which having employees who strongly identify

with their co-workers have a positive influence on an organization? In what ways might it have a negative effect?

Due: Reading response

Reading: The Culture Code, Ch 10-12 (14pp)
                   "Intergroup Leadership: The Challenge of Successfully Leading Fractured Groups and Societies", Hogg and Rast (7pp)

Week 6: Organizational Cultures – February 18 & 20
Reading questions: How would you define "organizational culture"? What do you think a positive versus negative organizational culture looks like on the inside? What are some things that employees and managers can do to influence corporate culture?

Due: Reading response

Reading: The Culture Code, Ch 13-15 (14pp)
                   "Engineering Culture: Control and Commitment in a High-Tech Corporation", (excerpts) Kunda (18pp)

Week 7: Conflict and Conflict Management – February 25 & 27
Reading questions: Why do Tripp and Bies argue that organizational conflict and revenge is about organizational policy, and not just personality conflicts? What do you think of this argument? If they are correct, what kinds of things can managers do to reduce conflict at work?

Due: Reading response

Reading: "Peering into the Soul of Discontent", Tripp & Bies Ch 2. (22pp)
                   "Preventing Revenge Before it Happens", Tripp & Bies Ch 7 (26pp)

Week 8: Part 1 wrap-up/preparing for group projects– March 4 & 6
No reading or reading questions this week

Class 1:   Assignment 2 overview, Team Meeting #1, brainstorming session
Due: Essay 1

Class 2:   Documentary & Discussion

Part 2: Commitment, Burnout, and Meaning

Week 9: Work Hours, Work Cultures, and Burnout – March 11 & 13
Reading due Thursday, no response due this week

Class 1:   Team Meeting #2: choose case
Due: Deliverable #1, sources (see assignment sheet)
No discussion leader

Class 2:   (Normal Class)
Reading   *Overload* Ch 1-3 (73pp)

Week 10: Spring Break: No Class – March 18 & 24

Week 11:   Reducing Burnout – March 25 & 27
Reading questions: What is "dual-agenda work redesign"? What was the goal of the STAR program, and how did it work? What are some challenges of implementing this kind of program? If helpful, you are welcome to draw on earlier chapters to add context.

Due: Reading response

Reading: *Overload* Ch 4 (36pp)

Week 12: The Business and Personal Impacts of Re-Organizing Work – April 1 & 3
Reading Due Thursday, No Response Due This Week

Class 1:   Team Meeting #3: Synthesize background research
Due: Deliverable #2, background research (see assignment sheet)
No discussion leader

Class 2: (Normal Class)
Reading: *Overload* Ch 5-6 (53pp)

Week 13:   The Future of Work – April 8 & 10
Reading questions: What caused the end of the STAR program? In the future, what could managers or organizations do to reduce burnout and turnover? What policies might reduce these outcomes?

Due: Reading response
Reading: *Overload* Ch 7-8 (49pp)

Week 14: In-class Final Project Workshop – April 15 & 17
Classes 1 & 2: Meet with teams (meeting #4), finalizing deliverables 3 & 4
No discussion leader

Week 15: Class Presentations – April 22 & 24

Due: Deliverable 3: Final Presentation

Week 16: Class Presentations – April 29 & May 1

Due: Deliverable 4: Final paper & case study assessment due Friday, May 2