

Course	MNGT 5590 / JA / Organizational Behavior
Term	Fall 1, 2009 – Wednesday – 6:00 pm – 10:00 pm 8/19, 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14
Instructor	Name: Dr. Steve Huntley Home Phone: (904) 269-7840 Work Phone: (904) 381-3603 Email: shuntley@webster.edu
Catalog Description	This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.
Prerequisites	None Required
Course Level Learning Outcomes	Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories taught in this organizational behavior course. 2. Identify and apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories from the organizational behavior course when analyzing factual situations with organizational behavior problems. 3. Develop reasonable solutions to organizational behavior problems using appropriate facts, concepts, principles, analytic techniques, and theories from this organizational behavior course. 4. Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints. 5. Discuss the relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events. 6. Identify and discuss the interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior.

<p>Materials</p>	<p>Ivancevich, J., Konopaske, R. and Matteson, M. (2007). Organizational Behavior and Management. (8th Edition). McGraw-Hill. ISBN# 13-978-0-073-40508-7</p> <p>Kotter, J.P. Leading Change. (1996). Harvard Business School Press. ISBN# 0-875-84747-1</p> <p>To Order Textbooks go to the local North FL website www.webster.edu/jack and click on Order Textbooks to select a vendor</p> <p>Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • Current publications and literature as required to completing course assignments (dated in the last 2 years). The instructor reserves the right to assign supplemental readings as necessary. • Students are required to review and be familiar with the <u>Research</u> • <u>Paper Guidelines and Sample Paper</u>– See website @ www.webster.edu/jack and click on Student Resources category 																	
<p>Grading</p>	<table border="1"> <thead> <tr> <th data-bbox="381 905 876 966">Assignments</th> <th data-bbox="876 905 1339 966">Maximum Points</th> </tr> </thead> <tbody> <tr> <td data-bbox="381 966 876 1029">• Assignment #1 for Mtg. #1</td> <td data-bbox="876 966 1339 1029">5 Points</td> </tr> <tr> <td data-bbox="381 1029 876 1092">• Research Article Reports</td> <td data-bbox="876 1029 1339 1092">15 Points</td> </tr> <tr> <td data-bbox="381 1092 876 1155">• Think Pieces: 4 @ 5 points each</td> <td data-bbox="876 1092 1339 1155">20 Points</td> </tr> <tr> <td data-bbox="381 1155 876 1218">• Research Paper</td> <td data-bbox="876 1155 1339 1218">30 Points</td> </tr> <tr> <td data-bbox="381 1218 876 1281">• Final Exam</td> <td data-bbox="876 1218 1339 1281">20 Points</td> </tr> <tr> <td data-bbox="381 1281 876 1344">• Class Participation & Attendance</td> <td data-bbox="876 1281 1339 1344"><u>10 Points</u></td> </tr> <tr> <td data-bbox="381 1344 876 1470">TOTAL</td> <td data-bbox="876 1344 1339 1470">100 Points</td> </tr> </tbody> </table>	Assignments	Maximum Points	• Assignment #1 for Mtg. #1	5 Points	• Research Article Reports	15 Points	• Think Pieces: 4 @ 5 points each	20 Points	• Research Paper	30 Points	• Final Exam	20 Points	• Class Participation & Attendance	<u>10 Points</u>	TOTAL	100 Points	
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<p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p>																		

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

Activities

- Classes will include lectures, group exercises, and discussions of short cases. Some individual exercises may be completed during class, but most will be completed outside class. For all classes you are expected to have read the assigned chapters before class each week. This will enable you to participate in any exercises and to ask questions about material you did not understand.
- There will be one final examination, which will be essay in nature. The examination will cover all of the assigned readings, even if the material was not discussed in class. In addition, you may be tested on information introduced in lectures or activities.
- In addition, you are expected to complete self-assessment exercises at the end of chapters throughout the course. You only need to calculate your scores on the inventories, not copy each question. In addition, there may be additional inventories or assignments that you will be responsible for completing as instructed.
- Finally, you will be required to write a paper analyzing a performance problem, as analyzed and applied in the context of understanding organizational behavior. You will be given detailed instructions on the paper, but in general you will identify and describe an performance problem in some organization, analyze the performance problem in terms of relevant organizational behavior theories, and suggest one or more plans that might help solve the problem. The most important part of the paper is your analysis of the problem and its causes, although research may help clarify your thinking and analysis. This paper should illustrate your abilities to analyze real-world situations and integrate the concepts you have learned during the course. Note that this is not a traditional term paper about some topic, nor is it a book report.

Assignment #1 for Session 1:

- **Complete Assignment # 1.** *What is your (not the authors') definition of organizational behavior and why do you think it is a required course for an MBA and other programs, and a recommended elective for other degrees?* This should be a one-page, double-spaced typed document, with a title page done in accordance with the Webster/APA research paper format.

Research Article Reports:

- For each report obtain one article on a topic from one of the subheadings of the assigned chapters or, a topic approved in advance by the instructor.
- The report should include a title page done in accordance with the Webster approved/APA format for research papers. Then there should be a one-page, double-spaced, typewritten summary of the article, highlighting the key points of the article and relating the article to the subject in the textbook. Lastly, there should be a reference page citing the source of the article in APA format.
- Develop a question or an activity to stimulate discussion of your topic.
- Present a 12-15 minute report, including review of the key points and use questions or an activity for further discussion.
- Submit copies of summary, article and questions/activity to instructor using Webster Cover Page.

Think Pieces: 4 @ 5 points each:

- A think piece is designed to help you generate your own thoughts and questions about a topic, and to share your thoughts for that topic with the class. It should not be a summary of or commentary on the text, but rather your own response to the topic.
- You will share your ideas, opinions, experiences, and disagreements, with the class. Be sure to show that you have reflected on the topic.
- Each think piece report should include a title page done in accordance with the Webster approved/APA format for research papers. Then there should be a two-page, double-spaced, text of your thoughts that should be well organized, concise, and focused on as a reflective narrative of your ideas.
- While there is no specific format for think pieces, they should be no more than two double-spaced typed pages, should be well organized, concise, and focused on a reflective narrative of your ideas.
- Form and grammatical accuracy will be important, as will content.

Research Paper:

- The research paper will consist of a minimum of 10-12 pages of text, not counting title page, table of contents, abstract and references, on an organizational behavior topic chosen by the student and approved by the instructor.
- Each student will identify and analyze a performance problem in a particular organizational setting, apply organizational behavior theories to the situation and develop a recommended strategic solution.
- Topic selection will be finalized on the second meeting of the class.
- In addition to conducting secondary research on the topic selected the writer should apply the topic to a specific type of organizational setting.
- The research paper will be graded according to: following directions given in class, having a topic which is adequately focused, writing with minimal grammatical errors, demonstrating critical thinking skills, and showing practical management application.

Final Exam:

- There will be one final examination at the end of the class.
- The exam is designed to measure the extent that the assigned text materials have been read and discussed in class and will emphasize critical thinking skills.
- The exam will be essay, open-book, and require reflective thinking about the course.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student **must** contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.**
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in **no later** than one week later, but will be penalized one point per day late. Furthermore, late assignments may lower the student's final grade by an additional letter grade.
- Late assignments will not be accepted for the last week of the course to allow grades to be submitted on a timely basis.

<p>Policy Statements:</p> <p>University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
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<p>Course Policies</p>	<ul style="list-style-type: none"> • This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. Any changes will be announced during class. • Academic Dishonesty: Webster University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, fabrication, plagiarism, and facilitation of academic dishonesty. Academic dishonesty is unacceptable and may result in disciplinary action, as outlined in the Graduate Studies catalog. <p>Make-Up Requirements</p> <ul style="list-style-type: none"> • For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press. • This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade. • Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible.
<p>Weekly Schedule</p>	<p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Students are expected to come to each session on time having completed all session assignments and having read all assigned readings. <p>Assignments for Session 1:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <ul style="list-style-type: none"> ➤ Case Assignments: <ul style="list-style-type: none"> ➤ Read Case 2.1, “Organizational Culture: Life or Death” and answer the questions at the end of the case. • Exercises: <ul style="list-style-type: none"> ➤ Complete the following self-assessment exercises in the textbook: <ul style="list-style-type: none"> ➤ Exercise 2.2 Determining your Diversity Quotient ➤ Exercise 3.1 Personality Insights <p>Prior to the first session:</p> <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 1: Introduction to Organizational Behavior

		<ul style="list-style-type: none"> ➤ Chapter 2: Organizational Culture ➤ Chapter 3: Individual Differences and Work Behaviors <p>Leading Change</p> <ul style="list-style-type: none"> ➤ Chapter 1: Transforming Organizations: Why Firms Fail ➤ Chapter 2: Successful Change and the Force that Drives It ➤ John Kotter's book, <i>Leading Change</i>, is included in this course to help you see some of the principles applied in the "real-world." John Kotter is a well-known writer and professor at Harvard University, and undoubtedly wealthier than any academic has a right to be because of his books and consulting. The reading is relatively easy, and yet it will help you see the big picture of how organizations change. While you can focus on the difficulties associated with leading change, the main value of the book is that you can read about the behaviors of individuals and groups in organizations, as well as how organizational culture and processes operate. <p>Complete Assignment #1. <i>What is your (not the authors') definition of organizational behavior and why do you think it is a required course for an MBA and other programs and a recommended elective for other degrees?</i></p> <p>Session 1 Assignments:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss • Case Assignments: <ul style="list-style-type: none"> ➤ Read Case 2.1-“Organizational Culture: Life or Death” and answer the questions at the end of the case. <p>Exercises:</p> <ul style="list-style-type: none"> • Complete the following self-assessment exercises in the textbook: <ul style="list-style-type: none"> ➤ Exercise 2.2 Determining your Diversity Quotient ➤ Exercise 3.1 Personality Insights
	Session 1	

	<p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management:</p> <ul style="list-style-type: none"> ➤ Chapter 3: Individual Differences and Work Behaviors ➤ Chapter 4: Perceptions, Attributions, and Emotions ➤ Chapter 5: Motivation <p>Leading Change:</p> <ul style="list-style-type: none"> ➤ Chapter 3: Establishing a Sense of Urgency ➤ Chapter 10: Anchoring New Approaches in the Culture <p>Exercises:</p> <ul style="list-style-type: none"> ➤ Complete the following exercises: ➤ Exercise 4.1 Your Impressions of Others <p>Think Piece #1:</p> <ul style="list-style-type: none"> ➤ Explain the Chapter 4 concept of Impression Management (pages 95 and 96) and review how you've seen it used effectively in the workplace and reflect on your own use of impression management in your career. <ul style="list-style-type: none"> • Research article report presentations, as scheduled
<p>Session 2</p>	<p>THEME: How We Do Things Around Here</p> <p>Topics:</p> <ul style="list-style-type: none"> • Article reports presentations, as scheduled • Review OBM Chapters 3, 4, and 5 and Leading Change Chapters 3 and 10 • Exercise 4.1 • Activity • Think Piece #1 <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 6: Job Design ➤ Chapter 7: Evaluation, Feedback, and Reward of Individual Behavior <p>Leading Change</p> <ul style="list-style-type: none"> ➤ Chapter 7: Empowering Employees for Broad-Based

		<p>Action</p> <ul style="list-style-type: none"> ➤ Chapter 8: Generating Short-Term Wins <ul style="list-style-type: none"> • Session 3 Assignments: Complete, bring to class and be prepared to discuss. <p>Case Assignment:</p> <ul style="list-style-type: none"> ➤ Read the Hovey and Beard Company Case 6.1, and answer the following statement: <ul style="list-style-type: none"> ▪ Discuss how the principles of job design and reinforcement theory apply to the performance problems at the Hovey and Beard Company. <p>Exercises:</p> <ul style="list-style-type: none"> ➤ None this week. <ul style="list-style-type: none"> • Research article report presentations, as scheduled
	<p>Session 3</p>	<p>THEME: Tell Me How I'm Doing</p> <p>Topics:</p> <p>Session 3 Overview</p> <ul style="list-style-type: none"> • This unit continues the micro-level analysis of OB. Chapter 6 uses the concepts of motivation previously introduced and relates them to designing more motivating and satisfying jobs. Chapter 7 discusses how different types of feedback, such as bonuses and performance evaluations (also called performance appraisals), influence people's behaviors. The chapters are related conceptually because feedback and rewards should be designed into jobs whenever possible. • Review OBM Chapters 6 and 7 and Leading Change Chapters 7 and 8 • Research article report presentations, as scheduled <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 8: Managing Misbehavior <p>Leading Change</p> <ul style="list-style-type: none"> ➤ No readings this week. <p>Exercises:</p> <ul style="list-style-type: none"> ➤ None this week.

		<p>Think Piece #2:</p> <ul style="list-style-type: none"> ➤ What exposures have you or someone you know had to violence in the work place? How were you or they affected? <ul style="list-style-type: none"> • Research article report presentations, as scheduled
	<p>Session 4</p>	<p>THEME: Ain't Misbehaving</p> <p>Topics:</p> <p>Session 4 Overview</p> <ul style="list-style-type: none"> • This week you will read one chapter, Chapter 8, on managing misbehavior in the workplace, including workplace violence • Research article report presentations, as scheduled • Activity • Think Piece #2 • Review OBM Chapter #8 <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 9: Managing Individual Stress ➤ Chapter 10: Groups and Teams <p>Leading Change</p> <ul style="list-style-type: none"> ➤ Chapter 4: Creating the Guiding Coalition <p>Case Assignment:</p> <ul style="list-style-type: none"> ➤ Read the Electrolux Case 10.1 and answer the questions at the end of the case) <p>Exercises:</p> <ul style="list-style-type: none"> ➤ None this week ➤ Research article report presentations, as scheduled
	<p>Session 5</p>	<p>THEME: Stressed is Desserts Spelled Backwards</p> <p>Topics:</p> <p>Session 5 Overview</p> <ul style="list-style-type: none"> • Chapter 9 deals with the idea of stress. Stress is a relatively simple, albeit important, concept. Many of you undoubtedly are experiencing stress because you are taking this course, as well as working and trying to have a family/social life. As you should be doing with every chapter, note the learning objectives at the front of the chapter to organize your

thoughts and highlight the important concepts. The PowerPoint slides available on the publisher's website also provide good guidance.

- Chapter 10 begins the shift from the individual level of analysis (the micro level) to the group level of analysis (sometimes called the meso level). Chapter 10 discusses the basic principles underlying how people behave in groups and teams, or what is called **intragroup** activities. We are all familiar with groups, and most people have worked in small groups or teams at work or at school. Therefore, this chapter should sound familiar to you, although the terminology and the theories will probably be new to you.
- Research article report presentations, as scheduled
- Review OBM Chapters 9 and 10 and Leading Change Chapter 4
- Activity

Assignments for Session 6:

- Complete, bring to class and be prepared to discuss:

Readings:

Organizational Behavior and Management

- Chapter 11: Managing Conflict and Negotiation
- Chapter 12: Power, Politics, and Empowerment
- Chapter 13: Communication

Leading Change

- Chapter 6: Communicating the Change Vision

Think Piece #3:

- Discuss a workplace experience that illustrates poor communication in the workplace, as well as one illustrating good communication.

Exercises:

- Complete the following exercises:
 - Exercise 12.1 Empowerment Profile (discuss whether you were surprised at the number of a) or b) answers)
 - Exercise 13.1 Your Communication Style (discuss whether you were surprised at your highest and lowest scoring styles)
- Research article reports presentations, as scheduled

	<p>Session 6</p>	<p>THEME: The Many Forms of Power</p> <p>Topics:</p> <p>Session 6 Overview</p> <ul style="list-style-type: none"> • Chapter 11 discusses theories of how to manage conflict and negotiate. Conflict is inevitable in organizations, but the way that manager’s deal with the conflict often determines if the outcomes will be dysfunctional or functional. Often power is the source of the conflicts, and is influenced by the outcomes. Therefore, managers should know the basic theories of power and politics, which are covered in Chapter 12. This chapter also discusses empowerment, which is almost the opposite of conflict over power because when employees are empowered managers are willingly giving away power to the employees. Power is not a source of conflict with empowerment. This week’s reading concludes with a discussion of communication in Chapter 13. This week you cover three chapters, however Chapter 13 on Communications is relatively easy so the demands should not be too great. • Also note that while the textbook's organization puts Chapter 13 on Communications in Part Four, Organizational Processes, whereas Chapter 12 on power was in Part Three, Group Behavior and Interpersonal Influence. However, the dividing point is largely arbitrary, and perhaps misleading, because Chapter 13 (Communication), Chapter 14 (Decision Making) and Chapter 15 (Leadership) relate to groups and individuals as well as to organizations. This highlights how the topics in this book defy simple classifications and interrelate with each other. • Review OBM Chapters 11, 12, and 13 and Leading Change Chapter 6 • Research article report presentations, as scheduled • Exercise 13.1 • Activity • Think Piece #3 <p>Assignments for Session 7:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 14: Decision Making ➤ Chapter 15: Leadership <p>Leading Change</p>
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		<ul style="list-style-type: none"> ➤ Chapter 5: Developing a Vision and Strategy ➤ Chapter 12: Leadership and Lifelong Learning <p>Exercises:</p> <ul style="list-style-type: none"> • Complete the following exercise in the textbook: <ul style="list-style-type: none"> ➤ Exercise 15.1 Task and People Orientation (Record your scores and discuss whether you were surprised at your scores)
	<p>Session 7</p>	<p>THEME: Who's In Charge?</p> <p>Topics:</p> <p>Session 7 Overview</p> <ul style="list-style-type: none"> • This week the readings cover decision making and leadership, two key roles performed by most managers. The chapters are interrelated because effective leadership requires good decision making skills. In fact, one of the leadership models discussed in Chapter 15 is the Vroom-Jago leadership decision-making model (an earlier model you may have heard of was called the Vroom-Yetton Decision Tree model). This decision making model could have been covered in the chapter on decision making. The theories in these two chapters do not fit neatly into the levels of analysis framework either. Leadership and decision making exist at all levels of analysis (micro, meso, or macro). Does research at one level of analysis generalize to the other two levels? This is a decision you will need to make for yourself, and is an example of a nonprogrammed decision, or one without defined rules and outcomes. Related to the question of whether these models apply equally well to all levels of analysis is the question of whether the theories and models apply equally well to different cultures. The issue of multicultural leadership is discussed as well in Chapter 15. • Review OBM Chapters 14 and 15 and Leading Change Chapters 5 and 12 • Exercises 15.1, 15.2 • Research article report presentations, as scheduled • Activity <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • Complete, bring to class and be prepared to discuss: <p>Readings:</p> <p>Organizational Behavior and Management</p> <ul style="list-style-type: none"> ➤ Chapter 16: Organizational Structure and Design

		<ul style="list-style-type: none"> ➤ Chapter 17: Managing Change and Innovation <p>Leading Change</p> <ul style="list-style-type: none"> ➤ Chapter 9: Consolidating Gains and Producing More Change ➤ Chapter 11: The Organization of the Future <p>Think Piece #4:</p> <ul style="list-style-type: none"> ➤ Select a current or prior place of employment and discuss how the organizational area of decentralization was emphasized or not emphasized, and to what extent it was or wasn't effective. <p>Exercises:</p> <ul style="list-style-type: none"> ➤ Read You Be The Judge on page 496 and be prepared to discuss questions at the end. Based on your analysis of strengths and problems, what suggestions would you make for resolving the identified problem(s)?
	<p>Session 8</p>	<p>THEME: Putting It All Together, Better</p> <p>Topics:</p> <p>Session 8 Overview</p> <ul style="list-style-type: none"> • This week you will read Part Five which still focuses on the organizational level of analysis, but focuses on designing and changing organizations as a whole. Chapter 16 introduces traditional and contemporary ideas about how to design an organization's structure. Because its focus is on the organization as a whole, this chapter is the most macro-oriented chapter in the course. This chapter is also the most abstract chapter in the book because few students have had experience designing organizations. However, if you think about the ideas from the perspective of why are organizations structured the way they are structured instead of some alternative structure, this chapter may be relevant and understandable. In one sense, this chapter addresses the questions of why organizations even exist. In theory, everyone could work for themselves and simply contract their services or goods to other people without ever forming a formal organization. • Because planned changes in organizational structures are supposed to be helpful and create growth, structural changes in organizations are sometimes subsumed under the concept of "organization development." However, nothing prevents planned changes from being destructive. Organization development also encompasses changes in the organization's culture which, as was discussed in Chapter 2,

		<p>including the values, assumptions, and beliefs of its members. The notion is that changes in individuals and the groups they work in will result in changes to the overall organization.</p> <ul style="list-style-type: none"> • While the coverage of any topic is necessarily abridged in an introductory class, this book dedicates relatively little space to macro-level concepts. If you are interested in these macro-level issues, you can take classes or read books that discuss these matters in more detail. For example, designing organizational structures is covered in courses typically called "organizational theory." If your interest is in changing the organization at the macro level, this is often discussed in books on "organization development and change." • Think Piece #4 • Review OBM Chapters 16 and 17 and Leading Change Chapters 9 and 11 • Research article report presentations, as scheduled • Activity <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Prepare to discuss and turn in research paper • Prepare for final exam
	<p>Session 9</p>	<p>THEME: The Final Showdown</p> <p>Topics:</p> <ul style="list-style-type: none"> • There are no new readings this week. You only need to complete your research paper and take the final examination. Hopefully you found this course interesting and challenging. Understanding organizational behavior is critical to being an effective manager and leader, yet often managers do not understand the information covered in this class. Knowledge gained from this course should help you succeed in the future as a manager and as an employee • Evaluation • Discussion of papers • Turn in papers • Final exam
<p>Additional Information</p>	<p>Determination of Grades is Based on the Following Criteria:</p> <p><u>Minimum Requirements:</u></p> <p>Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.</p> <p>Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.</p>	

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of “B”): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the students.

Reviewed by: *J. Ewing*

Job Title: Faculty Coordinator

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