

<b>Course</b>	MNGT 5590 Organizational Behavior	
<b>Term</b>	Summer, 2009	
<b>Instructor</b>	Name: Jimmy Tucker Phone: 913-549-3387 Email: <a href="mailto:tuckerj@webster.edu">tuckerj@webster.edu</a> or <a href="mailto:jtucker26@kc.rr.com">jtucker26@kc.rr.com</a>	
<b>Catalog Description</b>	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.	
<b>Prerequisites</b>	None	
<b>Course Level Learning Outcomes</b>	<b>Outcome</b>	<b>Expectation</b>
	1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories taught in this organizational behavior course.	Ability to articulate individual 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.	Successful use of appropriate terminology, facts, concepts, principles, analytic techniques, and theories from the organizational behavior course in completion of case studies.
	3. Develop reasonable solutions to organizational behavior problems using appropriate facts, concepts, principles, analytic techniques, and theories from this organizational behavior course.	Successful use of appropriate terminology, facts, concepts, principles, analytic techniques, and theories from the organizational behavior course in completion of case studies.

	<p>4. Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints.</p>	<p>Successful use of solutions to organizational behavior problems against appropriate criteria, including organizational constraints.</p>																																			
	<p>5. Discuss the relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events.</p>	<p>Ability to articulate understanding of relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events.</p>																																			
	<p>6. Identify and discuss the interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior</p>	<p>Ability to articulate interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior</p>																																			
<p><b>Materials</b></p>	<p><b>Ivancevich, Konopaske and Matteson, Organizational Behavior and Management, 8<sup>th</sup> Edition (ISBN 978-0-07-340508-7)</b>  Students may download course graphics and team activity thru Webster Connections. Open <a href="http://www.webster.edu/kc">www.webster.edu/kc</a> Click on Connections, enter username and password, drill down to My Courses and click on this class. Access by clicking on files.</p>																																				
<p><b>Grading</b></p>	<table border="0" style="width: 100%;"> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;"><u><b>FINAL GRADES</b></u></td> <td></td> </tr> <tr> <td>Mid-Term:</td> <td>40%</td> <td>80 points)</td> <td>90%-100%</td> <td>= A</td> </tr> <tr> <td>Team case study activity:</td> <td>20%</td> <td>40 points)</td> <td>80%-89%</td> <td>= B</td> </tr> <tr> <td>Peer evaluations</td> <td>( 5%)</td> <td>(10) points)</td> <td>70%-79%</td> <td>= C</td> </tr> <tr> <td>Case study results</td> <td>(15%)</td> <td>(30) points)</td> <td></td> <td></td> </tr> <tr> <td>Final</td> <td>40%</td> <td>(80 points)</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> <td><b>No + or – grades will be used, with the exception of B-.</b></td> </tr> </table>					<u><b>FINAL GRADES</b></u>		Mid-Term:	40%	80 points)	90%-100%	= A	Team case study activity:	20%	40 points)	80%-89%	= B	Peer evaluations	( 5%)	(10) points)	70%-79%	= C	Case study results	(15%)	(30) points)			Final	40%	(80 points)					100%		<b>No + or – grades will be used, with the exception of B-.</b>
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<p><b>Activities</b></p>	<p>The conduct of this course will include practical exercises, case studies, and lecture and classroom discussion.</p>																																				
<p><b>Policy Statements: University Policies</b></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><b>Academic Honesty</b>  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><b>Drops and Withdrawals</b>  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</p>																																				

course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**

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.

**Disturbances**

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.

**Student Assignments Retained**

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.

**Contact Hours for this Course: Thirty-Six**

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.

**Course Policies**

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.

**Weekly Schedule**

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 in class. All assignments must be completed in typewritten format.

<b>Session</b>	<b>Topic and Chapter</b>	<b>Assignment</b>
1	Chap 1 and 2	Read chapters + Case 2.1, pg 57
2	Chap 3 and 13, <b>Team Activity Assigned</b>	Read chapters
3	Chap 4 and 5	Read chapters + Case 5.1, pg 134
4	Chap 6 and 7, <b>Mid Term Exam</b>	Read chapters
5	Chap 8 and 9	Read chapters + Case 8-1, pg 220
6	Chap 10 and 11	Read chapters
7	Chap 12 and 14, <b>Team Activity Due</b>	Read chapters + complete exercise 12.2, page 344
8	Chap 15 and 16	Read chapters
9	Chap 17 and <b>Final</b>	Read chapter

**Additional Information**

Student must be computer literate and *able to access the Internet on a daily basis*. Students are required to have e-mail access.

**Communications Case MNGT 5590 Organizational Behavior and Leadership**

This will be done in team's assigned week 2

This case study is designed to provide a basis for analysis of dysfunctional workplace communications. Additionally, it facilitates student understanding of barriers to communications; provides a basis for development of specific actions to overcome identified barriers to achieve successful communication leading to a functional outcome -- attainment of organizational goals.

Analysis of the case will result in determination of a team response to each of the following questions. Additionally each student will provide a peer evaluation (10 point) and the response to the case questions will be graded based on 30 points. A total of 40 points possible.

- 1. Based on the elements of communications (Communicator, Encode, Message/Medium, Decode, Receiver and Feedback), where are the breakdowns occurring in the case?**
- 2. What barriers (interpersonal or organizational) to communication exist? (From the perspective of: (1) Frame of Reference (2) Selective Listening (3) Source Credibility (4) Value Judgments (5) Filtering (6) In Group Language (7) Status Differential (8) Time Pressures (9) Communications Overload. (Use your graphics)**
- 3. Do the considerations of barriers and specific actions to be taken change if the worker is a Muslim immigrant from the Middle-East. Minimum of four references that apply to case**
- 4. Are their gender implications in the case? (Think cross gender communication, this has no link to question 3 above) Minimum of four references**
- 5. What specific action(s) can be taken to improve the communication? Minimum of two references**

**CAUTION: Text is not a reference for this activity (imbed references in the body of the paper, if a URL be sure it opens what you want me to read) Is it possible to have a reference that has no linkage to the case – yes- don't do it!**

**The Case**

Mary, a former inspector, is the supervisor of seven employees (four men and three women) engaged in testing and inspecting hearing aids (quality control) in a small manufacturing firm. One of the employees, Ralph, was having problems with Mary. Ralph routinely would carry two to three hearing aids from the production rack, where they were stored, to His workbench where he inspected them together. For this activity he would charge double or triple setup time. During his working activity he routinely sang country and western songs. It was common for him to leer his work position a few minutes early to go to lunch, and sometimes other inspectors joined him. Mary had discussed with Ralph that she wanted these activities to stop as they created a dysfunctional outcome in the work area. Since we were not present to observe these activities and the discussion let look at what each said to the personnel representative.

**What Ralph Said:**

The set-up practice of charging double or triple time. This is a perfectly legal thing to do. We've always done it that way. Mary has other ideas she thinks I am cheating the company. Just the other day she came over to my workbench and let me know just how she felt about the matter. We had a real blowout. It wasn't so much that she called me down but rather her sarcastic manner. I never saw a supervisor like her. I don't like being treated like a sixth grader. She has been pulling this stuff ever since she was promoted. When she was on the bench she was friendly. I don't think she knows how to manage employees.

When she pulled this trick on me the other day I was so mad I called the Union representative. I knew what I was doing was allowed by the contract, I just wanted to cause Mary some heartburn because of the way she was treating me. I am trying to get out of this group any way I can. She's not going to continue pulling this kid's stuff on me. When the union representative questioned Mary on the issue, she had to back down, because according to the contract an employee can use any timesaving method or device in order to speed up the process as long as the quality standards of the job are met.

As to the singing, she knows that I do professional singing of the weekends. She hears other people talking about my career in music. I guess she figures I can be cocky because I have other income. Actually, everybody here likes my singing at work. She thinks it's disruptive to the other inspectors and causes them to goof off. Sometime I do leave a few minutes early for lunch to wash up before lunch. Others do come with me. She automatically thinks I am the leader and usually bawls me out for the whole thing.

As you can see I am a marked man. She watches me like a hawk and it's very uncomfortable. That's why a transfer would be the best thing. I've asked, but she didn't give didn't even answer me. While I am here I'll keep my nose clean, but whenever I get the chance, I'm going to make it hard for her. It's just fair.

**What Mary Said:**

I think you need to be in on this. My dear friend Ralph and I are heading for a showdown. Recently it was brought to me attention that he is taking double and triple time for set of aides he is actually inspecting at one time. In effect that's cheating and I've called him on several times before. A few days ago it was brought to my attention again, and so this time I really let him have it in no uncertain terms. He's been getting away with this for far too long and its going to stop. I knew he wasn't happy with our talk; he had the union representative breathing down my neck within the hour. I let them both know I would not tolerate this practice any longer. I told Ralph that if he continues, I would be inclined to think he's slow because talking to him has no meaning. I tried every approach I know to get him to understand, and I've just about given up.

I don't know for sure but I think he harbors some deep feeling against me. I don't know why in that I've tried to handle him with kid gloves. His whole attitude is one of indifference. He is a bad influence on the other employees. Frankly, I think he is trying to turn them against me. He may be suffering from delusions of grandeur. He sits at his bench all day and does his Hank William trick. I'm not kidding, he sings all day long. I know he takes lessons and sings with some fly by night group on the weekends and that OK with me. But when his outside interest start interfering with his efficiency on the job, then I have to pay close attention to the situation. For that reason I've been keeping my eye on him. If he doesn't clean up his act we're going to part ways and soon.

He's amazing; he feels no obligation to do a real day's work. Yet I know he can, because for a long time he did. Recently he has slipped for some reason and his whole attitude has changed. It's even getting to the point where he is inducing other employees to goof-off, a few minutes before the

lunch whistle and go down to the washroom and cleans up on company time. I've called him on it, but he doesn't hear anything I say. If it keeps up, he's on the way out. He asked me for a transfer, so I know he wants to go. I didn't give him an answer when he asked, because I was so mad at the time and really did want to tell him where to go.

E-MAIL team's response to [tuckerj@webster.edu](mailto:tuckerj@webster.edu) and provide paper copies of references. I am not looking for volumes of paper just enough where I can judge the quality of research. Additionally peer evaluations are due with the references.