

Course	MNGT 5590 - Organizational Behavior
Term	Spring 1, 2010, Jan 4 – Mar 5
Instructor	Name: Dr. Bert Turner Phone: 501-551-9072 Email: albertturner99@webster.edu or bert_turner@att.net
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
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.
Materials	Organizational Behavior Value Package, Stephen P. Robbins and Timothy A. Judge, Prentice Hall, 13th ed, 2009, ISBN 0-13-136285-2 The textbook also has a companion website at http://wps.prenhall.com/bp_robbins_ob_13/ Access the Virtual Bookstore at http://bookstore.mbsdirect.net/WEBSTER.HTM or you can call MBS Direct at 800-325-3252.

<p>Grading</p>	<p>Grading Scale 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 70-79 C 0-69 F</p> <p>Course Requirements The GRADUATE catalog provides these guidelines and grading options:</p> <p>A/A– Superior graduate work B+/B/B– Satisfactory graduate work C Work that is barely adequate as graduate-level performance CR Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. F Work that is unsatisfactory I Incomplete work ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. IP In progress NR Not reported W Withdrawn from the course</p>
<p>Activities</p>	<p>A computer with projector are available for student presentations. Presentations should be on a memory stick or CD and brought to class by the student presenter.</p>
<p>Policy Statements: 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>A student may submit their term paper to the On-Line Writing Center in St. Louis by email and have a coach make suggestions/corrections. It is up to the student to allow sufficient time for this process to be utilized and still turn in the term paper on the assigned date. Go to http://www.webster.edu/acadaffairs/asp/wc/online.html</p> <p>Academic Honesty 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>

Drops and Withdrawals

Please beware 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.

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, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom.

Disruption of class, whether by latecomers, noisy devices, or 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

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>Course Policies</p>	<p>This course has a website that you must check. Log onto this course via Webster Connections (http://connections.webster.edu). Course announcements, PowerPoint files, and other course materials will be posted on the course website. You are responsible for checking the course web site frequently.</p> <p>Required readings, class preparations and assignments, lectures and discussions, student presentations, and exams are listed in the weekly schedule that follows. Students must obtain their textbook prior to the first class. Read all assigned chapters prior to class, including chapters assigned for Night 1. Assigned chapter readings include the Questions for Review, Questions for Critical Thinking, Ethical Dilemmas, and Case Incidents at the end of each chapter.</p>
<p>Week 1:</p>	<p><u>Textbook:</u> Before class read and be prepared to discuss: Chapter 1. What Is Organizational Behavior? Chapter 2. Foundations of Individual Behavior.</p>
<p>Week 2:</p>	<p><u>Textbook:</u> Before class read and be prepared to discuss: Chapter 3. Attitudes and Job Satisfaction. Chapter 4. Personality and Values. Chapter 5. Perception and Individual Decision Making.</p>
<p>Week 3:</p>	<p><u>Textbook:</u> Before class read and be prepared to discuss: Chapter 6. Motivation Concepts. Chapter 7. Motivation: From Concepts to Applications. Chapter 8. Emotions and Mood</p>
<p>Week 4:</p>	<p>Exam Over Chapters 1-8 <u>Textbook:</u> Before class read and be prepared to discuss: Chapter 9. Foundations of Group Behavior. Chapter 10. Understanding Work Teams.</p>
<p>Week 5:</p>	<p><u>Textbook:</u> Before class read and be prepared to discuss: Chapter 11. Communication. Chapter 12. Basic Approaches to Leadership. Chapter 13. Contemporary Issues in Leadership.</p>
<p>Week 6:</p>	<p><u>Textbook:</u> Before class read and be prepared to discuss: Chapter 14. Power and Politics. Chapter 15. Conflict and Negotiation. Chapter 16. Foundations of Organization Structure. Written assignment #1 is due.</p>

<p>Week 7:</p>	<p>Exam Over Chapters 9-15 <u>Textbook:</u> Before class read and be prepared to discuss: Chapter 17. Organizational Culture. Chapter 18. Human Resource Policies and Practices. Written assignment #2 is due.</p>
<p>Week 8:</p>	<p>Chapter 19. Organizational Change and Stress Management. Student PowerPoint Presentations (Assignment #2) Student Evaluations</p>
<p>Week 9:</p>	<p>Final Exam Student PowerPoint Presentations Continue (Assignment #2)</p>
<p>Additional Information</p>	<p>The time in class will be spent on lectures, analysis of current arguments on organizational issues, ethical issues in the workplace, and discussions of videos and short cases. There will be two progress examinations and a final examination. The final examination will cover all of the assigned textbook reading, even if the material was not covered in the class lectures. The examinations will consist primarily of multiple choice questions and short answer questions. The quizzes on the textbook’s companion website are typical of the examination.</p> <p>All reading assignments must be completed prior to class. Students must be prepared to discuss the material and the questions at the end of each chapter. I prefer to get written assignments via email, on disk, or in hardcopy in that order. You can turn in any written assignment early, but late submissions lose points rapidly regardless of your excuse. Plan ahead and don’t allow last minutes “issues” to cost you your grade.</p> <p>Written assignment #1: From the Self Assessment Library (SAL) CD that comes with your textbook (Version 3.3 or 3.4), complete Self Assessment #'s: I.A. 1, 3, 4, & 5; I.B 1, 3, & 4; I.C. 1, 2, 4, 6, & 9; I.D. 1, 2, & 3; I.E. 1 & 3; II.A. 1 & 2; II.B. 1 thru 6; II.C. 1 thru 6; III.A. 1 thru 3; III.B. 1 thru 5; and III.C. 1 & 2(In SAL Version 3.0, the corresponding assessments are #s: 1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 15, 18, 20, 21, 22, 23, 25, and 27 through 50. Analyze your management and leadership skills using those results and other inputs you may have from friends, family, or other assessment methods. That amounts to about 700 questions about yourself. Summarize your analysis stating clearly:</p> <ol style="list-style-type: none"> 1) Where you are today, 2) Where you would like to be in 5-10 years, and 3) What kinds of things you are going to have to do or change to get there. <p>That summarization should take between 5-10 pages—no more, no less. I do NOT want the raw answer data, just your analysis. (I suggest you save this work for yourself.</p>

You'll get a kick out of it 5-10 years from now.) All of this is **due to me NLT Night 6**. Don't use passive voice, don't present opinions with phrases like "I believe" or "I feel," use first person when talking about yourself, spell check and reread your work, use proper grammar, and let the computer do the work for you (page numbers, margins, etc.).

Written Assignment #2: Visit 10 businesses or organizations (without letting them know what you are doing), spend at least 5-10 minutes in each, and write a paragraph or two (no more than a page for each business) on the behaviors (individual, group, or organizational) you saw. Use whatever criteria you think are important for the business such as: Was the atmosphere friendly, courteous, knowledgeable, prompt, etc? Was the business clean, bright, and well-stocked which might show pride in the organization? Did the employees seem happy in their job? Did their behavior inspire you to come back? Single out **one** of the organizations for an in-depth analysis. For that organization, identify and describe a performance problem you saw, analyze the performance problem in terms of the relevant organizational behavior theories, and propose a reasonable plan that might help solve the problem. The most important part of this assignment is your analysis of the problem and its causes. This exercise should illustrate your abilities to analyze real-world situations and integrate the concepts you have learned in the course. Finally, prepare a PowerPoint briefing summarizing your findings for the 10 organizations and describe the problem and your solution for the one business you singled out. Present it to the class in a **ten-minute briefing** (no more than 15 slides). Put special emphasis on the performance problem analysis and suggested solution. Be prepared for a 2-5 minute Q&A session with the class. One slide of your briefing must list the 10 businesses you observed. A copy of the slides you intend to present **and** your written analysis of each visit **if not covered on your slides** are **due to me NLT Night 7**. You must be prepared to present your briefing to the class Night 8. Practice your presentation so you don't run over, so the colors you choose actually project in the classroom, and you are confident in your subject. Since most organizational managers receive and act on more briefings than they give, you will also be evaluated on how well you pay attention, learn from, and respond to other students' presentations.

This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.

Class meetings are to be treated as important business appointments. Because so much of the value of this course comes from class discussion, attendance is required. Generally, a student who misses more than one four-hour course period without a documented military or medical excuse and advanced permission from the instructor

	<p>should withdraw from the class. Students are responsible for all assignments due or assigned during absences. When any part of a class is missed for absences, late arrival, or leaving early, students must (on their own initiative) visit the textbook's companion site and complete the quiz for any chapter they missed. (If you miss part of the chapter discussion, you must complete the entire quiz for that chapter.) E-mail the quiz results to me at (Bert_Turner@att.net) by clicking on the "Submit" button at the end of the quiz. Absences, late arrivals, and early departures (whether excused or not) will reduce the participation grade for that period even though you complete the make-up quizzes.</p> <p>Because most of this class is based on teamwork and sharing in class, it is almost impossible to complete your work individually. Therefore, it is almost impossible to get an Incomplete (I) grade for this class.</p>
Approved by	Michael Hostetler, Faculty Coordinator, 27 Nov 2009