

<b>Course</b>	<b>MNGT 5590 - Organizational Behavior</b>
<b>Term</b>	Spring II, 2010, Mar 15 – May 15
<b>Instructor</b>	Name: Gary Sample Phone: 501-843-5784 (home) 501-490-7376 (work) 501-658-1110 (cell) Email: <a href="mailto:gsample@webster.edu">gsample@webster.edu</a> or <a href="mailto:gsample@georgfischer.com">gsample@georgfischer.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>	Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none"> <li>1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories taught in this organizational behavior course.</li> <li>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.</li> <li>3. Develop reasonable solutions to organizational behavior problems using appropriate facts, concepts, principles, analytic techniques, and theories from this organizational behavior course.</li> <li>4. Evaluate the quality of their proposed solutions to organizational behavior problems against appropriate criteria, including organizational constraints.</li> <li>5. Discuss the relevance and application of the concepts, principles, and theories used in organizational behavior to contemporary events.</li> <li>6. Identify and discuss the interrelationships among the concepts, principles, and theories used in the different areas of organizational behavior.</li> </ol>
<b>Materials</b>	<b>Text:</b> <u>Organizational Behavior and Management</u> 8 <sup>th</sup> Edition, John M. Ivancevich, Robert Konopaske and Michael T. Matteson McGraw-Hill Irwin Company ISBN 978-0-07-340508-7  <b>Secondary Text:</b> <u>Leading Change</u> , John Kotter, Harvard Business School Press, ISBN 0-87584-747-1  Access the Virtual Bookstore at <a href="http://bookstore.mbsdirect.net/WEBSTER.HTM">http://bookstore.mbsdirect.net/WEBSTER.HTM</a> or you can call MBS Direct at 800-325-3252.

<p><b>Grading</b></p>	<p><b>Course Requirements:</b></p> <table border="0"> <tr> <td>1. Class Discussions</td> <td>30%</td> </tr> <tr> <td>2. Assignments</td> <td>20%</td> </tr> <tr> <td>3. Examinations (Mid Term &amp; Final)</td> <td>20%</td> </tr> <tr> <td>4. Term Paper</td> <td>30%</td> </tr> </table> <p><b>Grading Scale</b> 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 70-79 C 0-69 F</p> <p><b>Course Requirements</b> 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>	1. Class Discussions	30%	2. Assignments	20%	3. Examinations (Mid Term & Final)	20%	4. Term Paper	30%
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<p><b>Activities</b></p>	<p><b>Case Assignments</b> are used both to develop and to assess your comprehension of course topics. Write your answers and comments concisely, answering the question(s) as directly as possible. The format for case answers is (1) to present the question or questions in an abbreviated form, (2) answer the question(s) in a positive or negative (i.e., I agree with the statement posed. . . or I do not agree with the statement posed . . . ) and (3) provide your rationale for your agreement supported by specifics from the readings. Your response to any case assignment should not exceed the equivalent of one page in length. The reporting of all sorts of background information is unnecessary and distracting. It is important that you refer only to those specific facts within the case that serve to support your position and conclusion.</p> <p>There will be open-book, timed <b>midterm and final examinations</b> in this course. The tests will contain objective-type questions (multiple choice/true-false) together with</p>								

essay questions (examinations will be given the fifth and the ninth weeks).

In addition to the midterm and final examinations, you are required to write a **term paper** in which you "compare and contrast" the themes and statements in Kotter's "Leading Change" with the information in the Organizational Behavior and Management textbook.

The specific requirement for this paper is for you to discuss how the principles and concepts presented in the textbook relate to the "Eight Stages" in Kotter's book "Leading Change," thus integrating the two books. The purpose of the paper is for you to demonstrate that you understood the interrelationships between the practices espoused in Leading Change and the more "academic" information introduced in the textbook.

The paper must be organized around the eight stages in Kotter's Leading Change book, with each stage discussed in a separate, clearly identified section of the paper (e.g., "Stage 1, Establishing a Sense of Urgency"). For each of Kotter's eight stages (or the associated eight errors), discuss how the specific concepts discussed in the Ivancevich, Konopaske and Matteson textbook support or contradict that specific stage (or error). Points will be deducted if you fail to follow this format.

The readings each week loosely tie the information in the textbook to the relevant chapters in Kotter's Leading Change book, so this should help you organize your thoughts. In addition, during the course you should take notes and outline the relationships between Kotter's book and the textbook as they occur to you. This will make writing the paper considerably easier, and improve its organization and quality. However, given that there are so many principles and concepts that you could relate to Kotter's book, the key is to identify and discuss only the most important concepts that are relevant to the specific theme or error.

To accomplish these objectives within a reasonable page limitation (7-10 pages), you will need to write concisely, edit well, and clearly organize your thoughts.

Your grade for this paper will be based on how well you met three criteria:

- The number of relevant principles and concepts you identified for each stage or error,
- The quality of your reasoning about how the principles and concepts in the textbook relate to the stages in Kotter's book, and
- The quality of your writing and presentation (including the quality of any tables,

	figures, or diagrams)
<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>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 <a href="http://www.webster.edu/acadaffairs/asp/wc/online.html">http://www.webster.edu/acadaffairs/asp/wc/online.html</a></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 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.</p> <p><b>Special Services</b> 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><b>Disturbances</b> 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.</p> <p>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</p>

	<p>the course.</p> <p><b>Student Assignments Retained</b> 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><b>Contact Hours for this Course</b> 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>
<b>Course Policies</b>	<i>Please Note: Students must notify the office if they wish to DROP or WITHDRAW from a course. It is not sufficient to tell your instructor. Cancellation of an enrollment is subject to Tuition Refund Deadlines and Policies as outlined in the Graduate Studies Catalog.</i>
<b>Week 1:</b>	<p>Chapters 1, 2 and 3</p> <p><b>Topics Covered:</b> The Field of Organizational Behavior, Individual Differences and Work Behavior</p>
<b>Week 2:</b>	<p>Chapters 4 and 5</p> <p><b>Topics Covered:</b> Perceptions, Attributions, Emotions and Motivation</p>
<b>Week 3:</b>	<p>Chapters 6 and 7</p> <p><b>Topics Covered:</b> Job Design, Motivation, Evaluation, Feedback and Rewards</p>
<b>Week 4:</b>	<p>Chapter 8 and 9</p> <p><b>Topics Covered:</b> Managing Misbehavior and Managing Stress</p>
<b>Week 5:</b>	<p>Midterm Examination</p> <p>Chapters 10</p> <p><b>Topics Covered:</b> Using Groups and Teams</p>
<b>Week 6:</b>	<p>Chapters 11, 12 and 13</p> <p><b>Topics Covered:</b> Managing Conflict and Negotiations, Power, Politics and Empowerment, and Communications</p>
<b>Week 7:</b>	<p>Chapters 14 and 15</p> <p><b>Topics Covered:</b> Decision Making and Leadership</p>
<b>Week 8:</b>	<p>Chapters 16 and 17</p> <p><b>Topics Covered:</b> Organizational Structure/Design and Managing Organizational Change and Innovation</p>
<b>Week 9:</b>	Final Examination and Paper Due
<b>Additional Information</b>	Students are expected to follow business news through the <i>Wall Street Journal</i> , <i>Business Week</i> , <i>Fortune</i> , etc. If there are particular news stories that I want you to read I will let you know.



The School of Business & Technology

MNGT 5590 Course Syllabus

<b>Approved by</b>	Michael Hostetler, Faculty Coordinator, Dec 14, 2009
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