

MGMT 647 01
Organizational Behavior
Fall 2009

PROFESSOR: Patricia Parker, Ph.D.
314-529-9463 Office 314-529-9317 Graduate Office
pparker@maryville.edu

COURSE: MGMT 647 01 Organizational Behavior
Meeting place Reid 2309

MEETING TIME: Monday 6-9:50 (8/24, 8/31, 9/10 (Th), 9/14, 9/21, 9/28, 10/5, 10/12)

Hybrid Class: This class will be taught as a Hybrid or Blended Class. These classes are a combination of online and classroom instruction. I like to think of a hybrid class as similar to an online class, but with face-to-face support students and teacher work online via the Internet, but they also meet part of the time. I think this format gives students the best of both worlds--the Internet and the classroom--and at the same time, allows more flexibility. My experience has been that these classes will require you to be "in attendance" the same amount of time as your regular classes do . . . but that they give you more flexibility in how that time is used. We will meet in the classroom Weeks 1, 2, 4, 5, 7, and 8. Part of the first class will be on-line and all of Weeks 3 and 6 will be on-line. You will listen to lectures and take both your midterm and final exam on-line. Yes, this means you will have access to your textbook and notes – just remember, you can not learn the material and still have enough time to take the exam.

“Hybrid instruction is the single greatest unrecognized trend in higher education today.”—Graham Spanier,
President of Penn State University

To begin familiarizing yourself with D2L, please go to <https://learn.maryville.edu/> and enter your Maryville Email name and password – this will allow you to enter your D2L page where your classes utilizing D2L are listed. You can click on our class and spend some time before our first class checking out the links, PowerPoint’s, etc.

TEXTBOOK: Essentials of Organizational Behavior 10th Edition by Stephen P. Robbins

ASSIGNMENT: Week 1: Read Chapters 1 and the assigned articles. All students MUST have a Maryville University email address.

OFFICE HOURS: Mondays 3:30-6:00, Tuesdays 3:30-5:30 & Wednesdays 5:00-6:30

OBJECTIVES:

- To assist students in the integration of theoretical concepts from organizational behavior into the practice of management. Lecture, textbook, readings and class discussions will provide numerous opportunities for this integration.
- To improve skills in analysis, writing, oral discussion and presentations. Assignments, exams and in-class exercises will reinforce these skills.
- To understand people: Organizational behavior studies help us understand why employees behave the way they do, and also thereby predict how they are going to behave in the future.

- To appreciate the culture of an organization: Most societies in the developed world are becoming multicultural societies. In this context it is important to understand the diversity of societal culture and its bearings on the culture of an organization.
- To realize how to develop good leaders: Organizational behavior patterns help in predicting who among the employees have the potential to become leaders. They also teach us how to mold these employees so that their leadership potential is utilized to its fullest.
- To develop a good team: An organization is only as good as the weakest member of its team. It is essential that all members of the team work in coordination and are motivated to work together to achieve the best results. The teamwork theories of organizational behavior are an essential tool in the hands of any manager.
- To increase productivity: All this leads us to the most important goal of achieving the highest productivity in realizing the visions and goals of any organization. If implemented well, the organizational behavior principles help in motivating all the members to do their best. The levels of motivation can be the difference between a good and a bad result.

ATTENDANCE: Because of the concentrated nature of the MBA program, attendance in class is very important. Students who miss more than 6 hours (including arriving late or leaving early) will be required to withdraw from the course.

NOTE: Attendance for the first class session is mandatory. Students may not register for a class unless they can attend the first session. Important information about the course and the instructor’s expectations are given during the first session and it is imperative that all students be there. If you know that you will have to be absent for one session, please contact your instructor to ensure that absence from a particular session is acceptable.

EXAMS: Two essay exams. You may be given a case study to which some questions may pertain. As you respond to the questions, please use specific content and theories (use names to identify theories and articles) as the basis of your analysis. You will not receive credit for your personal opinions unless backed by theory, lecture, and/or text material. Also, describe how you see the content/theory applying to the situation. Your answers will be evaluated based upon both quantity and quality. Answers that are more complete and demonstrate a higher level of understanding and analysis will receive more points.

EVALUATION:

Exam I	100 points
Exam II	100 points
Discussion Leader	30 points
<u>Homework</u>	<u>70 points</u>
Total	300 points

LATE WORK: Work that is not turned in on time will result in a 10% reduction of the grade *per day*.

If you are not ready to present your article as assigned, your grade as discussion leader will be zero.

GRADING SCALE:

94-100% = A 92-93% = A-

88-91% = B+ 83-87% = B 80-82% = B-

76-79% = C+ 72-75% = C 65-71% = D

64 or lower = F

NOTE: According to university policy, an A is awarded for "achievement of distinction with an unusual degree of intellectual initiative"; a B is awarded for "superior work" and for graduate work, a C is the "minimum passing grade."

ASSIGNED ARTICLES: All articles are available, full text, from Maryville University's Library on-line.

ROLE OF DISCUSSION LEADER: Each student will lead the discussion on his/her article and tie it into the assigned reading for the evening. You may use overheads listing key points that need to be discussed. The objective is to bring all class members into the discussion. The student should prepare a set of questions or an activity to facilitate discussion.




The questions or exercises should be designed to integrate the concepts from the article into the context of the course. The student is to keep the discussion on track and respond to comments made by others.






CRITERIA:

1. Ability to set the parameters for the discussion (use overheads or power point slides with key concepts from the article).
2. Quality of the questions asked (both those written and those actually asked); appropriate number (neither too few nor too many) to cover the material. If an activity is used, it will be evaluated on its ability to stimulate quality discussion.
3. Depth of knowledge about subject (understanding of material, good response to the observations of others).
4. Ability to tie-in article with other course concepts.
5. Ability to get others involved in the discussion (good questioning techniques or discussion activity; keeping discussion on track).














DISCUSSION POINTERS:

Discussion Leader

-  Set parameters for the discussion by preparing an overhead with key points from the article (just a few points; large type; no more than 2-3 overheads)
-  Develop a set of high quality questions or an exercise to facilitate discussion
-  Call on people with specific questions -- not just "can you give me an example?"

-  Demonstrate your depth of knowledge about article (good understanding of material, good response to the observations of others, and the ability to tie-in other course concepts)
-  Try to get as many people as possible involved in the discussion
-  Integrate previous lectures, textbook material, and other articles into the discussion
-  Keep discussion on track
-  Talk with audience and maintain good eye contact rather than reading your notes.

Class Members Do:

-  Be prepared with facts and specific quotes from article
-  Be prepared to make a comment, ask a question, or make an observation about the article
-  During the discussion:
 -  Take a position on a question or a point
 -  Ask clarifying questions
 -  Help keep the discussion moving and on track
 -  Help draw others into the discussion
 -  Integrate theories and content from other articles
-  Don't:
 -  Be unprepared and show your lack of knowledge
 -  Monopolize the discussion
 -  Make irrelevant comments
 -  Be insensitive to other's desire to speak or to their opinions

On-Line Data Bases: You need a Maryville email account to access these!

Maryville University has a number of online databases that will allow you to search for full text articles on line -- from any computer with an internet connection. You can access it from any computer on campus by typing <http://www.maryville.edu/library/> ... then click On Line Databases. You are ready to begin searching!

ACADEMIC ACCOMMODATIONS: Maryville University provides accommodations and supports for students with disabilities as defined by the Americans with Disabilities Act. If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor and/or the Director of the Academic Success Center located in the University Library (314-529-6850).

<p>Week 1 8/24</p>	<p>Read Chapters 1 An Introduction to Organizational Behavior</p>	<p>Instruction on Desire2Learn will be given as well an introductory lecture.</p> <p>Reading: Cultural constraints in management theories. Hofstede, Geert. <u>Academy of Management Executive</u> v7n1, February 1993.</p> <p>Reading: The Way Ahead. Drucker, Peter F.. <u>Executive Excellence</u>, May2004, Vol. 21 Issue 5, p3-3, 1p.</p>
<p>Week 2 8/31</p>	<p>Read Chapters 2, 3, 4 (pp,51-55) and 7 Perception, Personality and Attitudes</p>	<p>Please follow the links to the quick quizzes that will provide you with your M/B and EQ. These can be found in D2L under the content section.</p>
<p>Week 3 D2L 9/10 (Th)</p>	<p>Read Chapters 10 & 13 Communication and Conflict</p>	<p>You will go to Desire2Learn as we did on the first night of class. There are two PPTs with audio to go through and a homework assignment that is due by 10 PM 9/11.</p>
<p>Week 4 9/14</p>	<p>Read Chapters 5 & 6 Motivation Your Mid-Term Exam will be done on-line using D2L</p>	<p>Reading: On the folly of rewarding A, while hoping for B; more on the Folly. Kerr, Steven. <u>Academy of Management Executive</u>, v9n1, February 1995.</p> <p>Reading: Motivating the Middle. Stuart, Alix Nyberg1. <u>CFO</u>; Oct2005, Vol. 21 Issue 14, p62-30.</p> <p>Reading: Organizational Conflict--The Good, the Bad, and the Ugly. Bacal, Robert. <u>Journal for Quality & Participation</u>, Summer2004, Vol. 27 Issue 2, p21-22.</p>

<p>Week 5 9/21</p>	<p>Read Chapters 8 & 9</p> <p>Socialization, Groups and Teams</p>	<p>Reading: Leading Through Rough Times. By: Fryer, Bronwyn. <u>Harvard Business Review</u>, May2001, Vol. 79 Issue 5, p116, 8p.</p> <p>Reading: A Comparative Study of the Abilene Paradox and Groupthink. By: Kim, Yoonho. <u>Public Administration Quarterly</u>, Summer2001, Vol. 25 Issue 2, p168, 22p</p>
<p>Week 6</p> <p>D2L</p> <p>9/28</p>	<p>Read Chapters 11 & 16</p> <p>Leadership & Organizational Change and Development</p>	<p>You will go to Desire2Learn as we did on the first night of class. There are two PPTs with audio to go through and a homework assignment that is due by 10 PM 10/2.</p>
<p>Week 7</p> <p>10/5</p>	<p>Read Chapters 12 & 14</p> <p>Power & Organizational Structure</p> <p>You must view the video <u>12 Angry Men</u> before class and complete the <u>worksheet</u></p>	<p>Reading: Leadership's Changing Face , By: Heger, Kyle, <u>Communication World</u>, 07447612, Sep94, Vol. 11, Issue 8</p> <p>Reading: Relationships Among Gender, Type Of Humor, And Perceived Leader Effectiveness. Decker, Wayne H.; Rotondo, Denise M.; <u>Journal of Managerial Issues</u>, Winter2001, Vol. 13 Issue 4, p450, 16p.</p> <p>Reading: How to...be an authentic leader. <u>Contract Journal</u>, 9/28/2005, Vol. 430 Issue 6544, p47-47.</p> <p>Click on this link and read: http://www.workingpsychology.com/marwell.html</p>
<p>Week 8</p> <p>10/12</p>	<p>Chapter 15</p> <p>Organizational Culture</p>	<p>Reading: Employee Development in a Changing Organization.. Pappmehl, Anne; <u>Management</u>, Feb2002, Vol. 49 Issue 1, p12, 4p.</p> <p>Reading: The Strength of Corporate Culture and the Reliability of Firm Performance. Sørensen,, Jesper B.; <u>Administrative Science Quarterly</u>, Mar2002, Vol. 47 Issue 1, p70, 22p.</p> <p>Reading: The hard side of CHANGE MANAGEMENT, By: Sirkin, Harold L., Keenan, Perry, Jackson, Alan, <u>Harvard Business Review</u>, 00178012, Oct2005, Vol. 83, Issue 10.</p>

ASSIGNMENTS:

Due by 10 PM, 9/11 and placed in DROPBOX 1 in D2L:

Pick any topic from Organizational Behavior (leadership, personality, motivation, teamwork, etc.) and narrow it down to a specific element (leadership – use of humor or motivation and money). Now find three scholarly articles that cover your topic and write a 1000 word summary of your findings. If you were writing a research paper, this would be a long abstract. Use APA style and be certain to include a reference page for your articles – no headings because this is so short. This should not be a summary of each article, but **must be** a work of integration and analysis on your part. (NOTE: You may not use any of the articles I have listed as required for this class and NO BOOKS or TEXTBOOKS.)





Here is a great site <http://www.wooster.edu/psychology/apa-crib.html> that will refresh your memory on how to use APA style. All your questions can be answered by going to this site – remember “not knowing how to” is not a valid excuse for this assignment.

What is a Scholarly Article? It is one that has references at the end of the article. Usually these articles are more than 7 pages long.

Due by 10 PM, 10/2 and placed in DROPBOX 2 in D2L:

Please go to <http://www.bartleby.com/124/> and select one of the US Presidential Inauguration Speeches. Using the four characteristics, referred to as the four "I's" (Avolio, Waldman, & Yammarino, 1991) which transformational leaders use to stimulate and engage followers; evaluate the transformational qualities found in the speech you have selected. You must have an introduction and a conclusion. Please provide 3 examples of each -- if you can find no examples you must explain what you were looking for and could not find.

The four I's of transformational leadership are:

-  Individualized Consideration: Gives personal attention to others, making each individual feel uniquely valued.
-  Intellectual Stimulation: Actively encourages a new look at old methods, stimulates creativity, encourages others to look at problems and issues in a new way.
-  Inspirational Motivation: Increases optimism and enthusiasm, communicates high expectations, points out possibilities not previously considered.
-  Idealized Influence: Provides vision and a sense of purpose. Elicits respect, trust, and confidence from followers.

All articles can be found on-line in the University Library – FULL TEXT! The following link will help you with some of the assigned articles:

<http://bridges.missouri.edu/search/pparker/pparker/1,2,3,B/frameset~1479361&FF=pparker+pat+maryville&2,,2>

You will enter your name: pat parker

Hit tab and enter your Maryville University ID – add enough 0000 in front to make ten digits and your code is M for main campus – 0000123456m

If you cannot access the Internet site assigned by clicking on the address, try typing the address in the location box. For some unexplained reason, some of the addresses do not always work by simply clicking.

***This syllabus is subject to change at the instructor's discretion to meet instructional needs.
*Please read all material for the assigned chapters including case studies and case scenarios.***