

Organizational Behavior
MGT 410 (Virtual College Blackboard Version)
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Required Texts:

Organizational Behavior, McShane and Von Glinow., Third Edition, 2005, McGraw Hill/Irwin.

APA format for this reference would be:

McShane & Von Glinow. (2005) *Organizational Behavior (3rd Ed.)*. New York: McGraw Hill/Irwin.

Objectives:

This is a course on human behavior in organizations. The course will examine the topics of perception, motivation, leadership, communication, decision-making processes, conflict and negotiation, power and politics, work design, group and team behavior, diversity, organizational culture, and organizational change. The major goal is to allow students to learn about and apply conceptual frameworks that have been developed in the field of Organizational Development (OD), and applications to OD of Sociological and Psychological research.

The method of instruction is not lecture based but instead focuses on student experience in and outside the class, drawing upon exercises and techniques used widely in management development workshops and seminars for practicing managers and administrators, and using the text as a source of concepts, examples, and vocabulary.

It is anticipated that this method of instruction will develop skills to:

- 1) **Comprehend** organizational situations with new descriptive insight from multiple perspectives,
- 2) **Communicate** these insights using an expanded organizational behavior vocabulary, and
- 3) **Develop prescriptive strategies** to shape organizational behavior in positive ways.

Methods:

The main pedagogical orientation will be experiential learning. Behavioral reactions are data as real as scientific experimental results or computational output and

every bit as important as mathematical formulas or accounting ledgers. In this class, we will be examining our own internal data and experiences, as well as examples of behavior in reported research and the text, to understand management concepts.

The lectures and readings will provide the conceptual framework for conducting the exploration. This course will emphasize the integration of experiential exercises and cognitive learning. We will be looking at the dynamics of groups, both within the group and between groups, taking the interaction experiences as the source of important data. Thus, the introspection and reflection of one's own activities are a critical process in the learning experience.

There are four elements of participation and assessment in this course:

- 1) Journal,**
- 2) Exams** (Midterm and Final to be taken on Blackboard. No proctor is required. These may be essay or answer-choice based)
- 3) A group research paper,** and
- 4) Participation:** Chapter discussion postings in Blackboard and other participation activities.

Details on these course elements are provided below.

1) Journal:

Each student will be required to keep and submit a journal. The only person that will see these journals is the professor. They are meant to be a private arena for reflection and analysis of organizational behavior. The journals will be graded both by the professor and the student.

The journal is a mechanism used to explore behavioral processes and the corresponding emotional impact. Two words should be kept in mind and internalized while making journal entries – **ANALYSIS and INTROSPECTION**. (or, in other words: Description and Reflection)

It has been shown that healthy productive organizations develop the ability for self-examination. We often refer to this as being “learning organizations.” These organizations are able to analyze their decision-making, communication, and conflict resolution processes, etc. Just as companies must do careful financial audits to manage the organization's money, “learning organizations” do audits of their own management processes for the purposes of continuous improvement. [This is an adaptation of Kurt Lewin's "Action Research" concept (also popularized as Deming's Plan, Do, Check, Act cycle) which we will encounter in the course.]

The purpose of keeping the journal is to teach you how to do this on an individual basis. I expect you to do thorough analysis of what happened to you as you read the course material, explore material for the term paper, interact with other students or participate in your professional life (describe, using your "aha!"s, associations to other experiences you have had, or emotional reactions). In addition to describing (Analysis) the theme, thought, or concept and how it relates to real life experiences, you should reflect and comment on (Introspection) the impact that it had on you.

Let me provide an example to which you all can hopefully relate even though it involves a negative experience. I am guessing that most of you have been involved in an automobile accident or have observed one. If that is not the case, please think of some trauma that you have experienced in your life. Each of you should be able to analyze what occurred during the accident. You should be able to describe who was involved, the sequence of events, and the outcome. This would be the “analysis” part of your journal. The second part of your journal (Introspection) would be your emotional feelings during this experience.

Many times this is difficult for students to perceive because the class exercises do not have the same level of emotional intensity as an automobile accident. But if you are working on a team project and Student “X” is consistently late with his/her input, it probably has an emotional impact and you should record it in your journal and try to understand that impact. Or maybe you are intimidated by an exercise and you feel great relief when someone else takes the lead and structures the exercise. As the semester unfolds you should be able to identify who is filling what roles in your group, understanding how decisions are being made, recognizing conflict and how it is resolved or if it is resolved, etc. You may also encounter organizational behaviors in groups you are associated with outside of class and can apply analysis and introspection to those experiences as they relate to course topics.

One question that is always asked is “How often should we record in our journals?” The answer is easy – as often as it seems appropriate. I leave this open ended because I want you to feel free to visit the journal at any time that you have some insight into your behavior. This could include experiences outside the realm of this class such as your work place, family, church, community organizations, etc. At a minimum, you need to make an entry each time you engage in a class exercise or team project.

The journal is meant to be a private place for you to examine your own growth and engage in this analysis and introspection. The only person to see the journals is myself. I keep them as confidential as possible. I want you to feel free to even criticize me in your journal. If I create feelings that need to be examined then you should include them without fear of being graded down for expressing them.

However, please do not feel obligated to include any private or personal matters that you are uncomfortable sharing with your instructor.

You need not send your journals to me except when specifically requested. Please keep your journals as a Microsoft “Word” document. The only format that I request is your name on the first page of the document, the date of the journal experience notation, a description of what happened using, as much as possible, organizational development vocabulary and concepts (frontal lobe) and your feelings during the experience and about the outcome (gut). A journal assessment rubric is shown below.

Journal Assessment Rubric	Excellent	Marginally Acceptable	Unsatisfactory
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Analysis (Description)	-Complete sentences. -Concise descriptions. -Uses extensive OD vocabulary correctly.	-Complete sentences. - Uses some OD vocabulary to describe/ summarize the reading content or experience.	-Incomplete sentences. -Poor grammar. - No use of OD vocabulary
Introspection (Reflection)	-States associations to other life experiences or readings. - States emotional reactions descriptively - Discusses realizations of new connections / contexts or ways of seeing this or prior experiences.	- States emotional impact of reading / immediate or prior experiences. -Few connections between new concepts or ways of seeing past experiences in new ways.	- No reflection on how reading or experiences are related. - No comment on emotional impact of experiences. - No connections to past situations or life experiences or other reading / OD concepts.

2) Exams

There will be a midterm and final exam. These are not proctored. They will be taken through Blackboard. They may be multiple choice or essay or a combination. They will be open book / open web exams and they will be timed at 3 hours or less each.

For all essay questions, do your answers first in a word processor, save them where you can retrieve them again, then paste to blackboard. If the mouse paste function does not work, click into blackboard then hold CTRL and tap the V key to paste. (CTRL C is copy by the way if the mouse won't copy something.) Do NOT close the blackboard window if you research the web during the exam. Open another browser window instead.

If Blackboard locks you out, you will need to note that in the Discussion Board area for Exams and I will need to reset your password. In an emergency, page me.

Groups:

The class will be divided up into work groups with five to six members each. The objectives of these groups are to apply organizational behavior concepts to the analysis of research literature and other group exercises in order to obtain high quality solutions.

But, the groups also serve another purpose! The groups are a source of group behavior that you can evaluate and reflect on with respect to every topic covered in the text! This analysis and reflection can be a source for journal entries or discussion within your groups.

One ground rule of this class is that discussion of class group behavior should ONLY occur within the group blackboard location, or in your private journal, UNLESS ALL members of a group decide to share something to the class as a whole. All discussions of group behavior should be conducted with personal and academic courtesy.

Class members may be asked to provide evaluative input to the instructor regarding group member performance on group projects.

3) Group Research Paper:

Conducting research is an important skill related to organizational behavior. You must know how to find articles relevant to a particular topic, analyze those ideas, and draw conclusions from your research. A group term paper addressing a specific topic in the field Organizational Behavior is required. This assignment will require that all members of a group be exposed to the academic literature in the field of Organizational Behavior.

Resources are available through local libraries, local community college libraries, and the FHSU library, both locally and through on-line services. I encourage you to contact the FHSU library through their web pages, email, or telephone to develop your skills at using their available research resources. Resources are also available in the Course Documents folder for chapter topics and possibly as unique term paper-related items.

This assignment is primarily a research paper. The intent of a research paper is to afford students an opportunity to examine a topic area in depth. The investigation of published work should be the beginning point for this effort. The researcher will want to examine all sides of a question, explore differing theories and evaluate any ideas associated with the topic area. Once you have an understanding of the previous work that has been prepared, you will be ready to synthesize, evaluate and add your own ideas.

Some formal research paper assignments only allow reporting, evaluation and synthesis of published literature (and not inclusion of your own ideas).

However, this particular research paper assignment will allow you the freedom to express your own theories and ideas on a subject. In return for this freedom to express however, you must exert the effort and discipline necessary to support your position with the ideas and research of experts in the subject area. For this course's paper, two features are essential - - your own ideas, supported by evidence and expertise from the published literature.

Brief Suggestions:

- As you explore the topic area, use note cards to record ideas. This will save backtracking and will also help organize your bibliography.
- Use an outline. The paper will hold together better if organized with a good outline. (APA style IS an outline type of style, with major and minor themes identified with headings in the paper... if you have an outline, you are 50% of the way to having a good APA style paper)
- You must reference all ideas that you take from some other source, whether you quoted the source or paraphrased it. Direct quotations require 1) an in-text citation, 2) quotation marks or an "indented block" quotation, and 3) page numbers. Paraphrases in APA style do not require quotation marks, indented blocks, or page numbers, but do require in-text citations.
- Proofread your paper. If possible have someone else proofread it. They will see the error easier than you will.

- Ways of approaching a topic:
 - o General to specific
 - o Historical perspective
 - o Argumentation of two opposing sides
 - o Cause and effect
 - o Compare and contrast
 - o Analytical-taking it apart

You MUST identify which of these approaches you are using in the ABSTRACT or INTRODUCTION to the term paper. Term papers should be 17-27 pages, double spaced, 1 inch margins all sides, Times New Roman 12 pt type font, APA format with 15-25 references (or more).

Term papers may include in page count: Title Page, Abstract, Introduction, Body/discussion, Reference pages. Term papers should be in Microsoft Word format (any "Windows" version). For the paper in this class, you may use one or two (or more) sections in the body of your paper.

One strategy is to provide a literature review section, then a discussion/conclusions section in an essay style. Another strategy would be to integrate the literature review items into the discussion. If you wish, you may identify subtopics, each with one or two subsections as described above, so that you can allocate discrete modules of work among group members. But, if you do this, use the same writing strategy throughout the paper and for all subtopics.

A list of beginning references is listed under particular topics in the Course Documents area. Please do not feel limited to this list. You may write your paper on any topic germane to the field of Organizational Behavior. Chapter headings, chapter subtopics, or other topics may all serve as paper topics. Please obtain my approval for a topic using the Discussion Board folder "Just for Term Papers."

You will be required to submit the paper to "Safe Assignment" which is an online plagiarism checker. Not only will this assist in establishing the original nature of your work, it will assist in anyone else claiming credit for your hard work in the future.

Do not plagiarize... that is, if you use someone else's words or concepts, provide a citation. In addition to claiming credit for work that is not original, which creates bad karma on your spiritual essence and, if detected, negative practical consequences (see the FHSU guidelines on academic honesty), plagiarism is like building a house without knowing where the building materials came from then trying to sell it. Citations tell readers the 'pedigree' of the foundational concepts you are using and are essential for establishing the credibility of what you say in an academic paper.

The research paper must be formatted in American Psychological Association (APA) style using Times New Roman 12 point type. You may use either "Draft" or "Final Manuscript" style options, but be consistent. There will be help items for this style on the blackboard website for the course and there are many APA style help websites. Here is one:

http://owl.english.purdue.edu/handouts/research/r_ap.html

You can also obtain by purchase or through a library the APA style manual, 5th edition. APA style requirements that are significant for grading are use of proper in-text citations and associated references and the "Heading type" / "Outline" type of format with major and sub themes identified by heading "titles." Style "nits" are of much less importance during grading.

All work and communication on the paper should be done within blackboard using the group discussion board and file exchange to provide a record for review by the professor. There may also be a peer evaluation of group members required at the end of the semester.

4) Participation:

It is essential for each student to take an active part in this course. Without input from you, there is no data to examine and understand! Please participate through your journal entries, your group work, and by posting comments to the Blackboard discussion topics.

I will pose questions for discussion relative to course topics in the Discussion Board area. You may answer these questions by clicking into each Discussion board folder and then by starting a "New Thread." You may respond to any other student's posting, or my comments, by doing a "Reply" while you are reading a posting thread item. You may use journal entries that you are willing to share with the class as posting comments for the Discussion Board if you wish. These are opportunities to share experiences, AHA's, discuss controversial topics (postings can be informal in style, but academic and personal courtesy is always expected), ask for help, and learn from fellow

classmates. These also give me an opportunity to interact with the class by offering comments, answering topical questions, relating "war stories", or offering additional reading/websites to explore. These topics are an opportunity to make the course "come alive" through interaction with classmates and the instructor in this online venue. Jump In Anytime!

I would like to reply to every student's posting in this course in the Discussion Board discussions, but with larger enrollments this may not be possible. Be assured I do READ every posting! I will suggest additional reading material, thoughts to ponder, and make other comments to the class as a whole as the course progresses!

<u>Grading:</u>	Exams 2 @ 100 pts ea.	200 pts
	Group Research Paper	100 pts
	Journal	100 pts
	Participation / Discussion	
	Board topic postings	100 pts (Participation will be assessed for the final overall course grade at the instructor's discretion.)
	Total	500 pts = 100%

[What this all means is that there will be no formal grade feedback for the individual discussion board posting topics, but based on my impression of your participation, I may choose to finalize a course grade based on the items with grade feedback and my assessment of the effort demonstrated in the discussion board postings and other evidence of participation with a 100 point score weight. In the online version of the course, one of the key ways instructors develop an assessment of learner success and effort is through participation throughout the course in class discussions and not just at the formal assessment milestones.]

Grading Scale: 90-100	A
80-89	B
70-79	C
60-69	D
Below 60	U