**COURSE SYLLABUS**

**Organizational Behavior**

**CLASS: MGT 424**

**SPRING 2013**

Instructor: J. Andrew Morris

Office Hours: **T 12-2:30 & W 12-2, other times as needed**

OFFICE: SAGE Hall 2149 Phone: 437-2771

E‑MAIL: Andrew.morris@csuci.edu

Text: **Title**: Organizational Behavior V1.1 by **Author(s)**: Talya Bauer, Berrin Erdogan **e-ISBN**: 978-1-4533-2768-5;
Its on-line, $20 to read, $40 to print yourself. You can find the text by: : <http://students.flatworldknowledge.com/course?cid=1209121&bid=122425> or simply go to [www.flatworldstudents.com](http://www.flatworldstudents.com) and find the class using my name, course name, or CI. In addition, please buy/copy/borrow/”steal” a copy of Daniel Pink’s book: **Drive: The Surprising Truth About What Motivates US.** Amazon has used copies for 6 dollars, Kindle editions for 12, HOWEVER, there is nothing in the bookstore – YOU MUST obtain the book in another manner! Lastly, I have provided my class notes (these serve as the basis for all essay exam questions) You will find *Instructor’s Notes,* located in your BlackBoard Accounts under course documents.

**Course objectives**: The purpose of the course is to provide you with an understanding of human behavior at work. By learning what influences work behavior, you will better understand what managers can do to change and modify the actions of their employees. Simply put: "Like an appreciation of art, an understanding of people at work requires not only effort, but also the ability to tolerate complexity, ambiguity, and even contradiction. In the end, a sense of what makes us individuals and what we can ‑ and can't ‑ do with and about it adds to our potential and simply makes life more interesting"

**Overall Teaching Philosophy**: My view of teaching is that it is an interactive process ‑ we not only learn from each other, but we reward each other to learn. I invite you to come see me, to express any concerns with the course work before they become "issues", and to help in developing our mutual educational interests into a truly professional relationship.

**Specific learning outcomes for this class include**:

(1) Explain how personality, emotions, values, attitudes, and perception influence behavior in organizations;

(2) Apply theories and concepts of motivation to develop strategies for improving work performance and organizational effectiveness;

(3) Apply theories and concepts from the behavioral sciences to develop strategies for effective teamwork;

(4) Demonstrate enhanced communication, group dynamics, and presentation skills.

**General Professionalism/Class Policies:**

1. Work is due when it is requested. **Only with prior approval will late work be accepted but will always be graded at LEAST one letter grade lower than on time work.**

2. While there is no mandatory class attendance policy you are expected to come to class on time. It shows respect for you, me, and CSUCI. Failure to attend/being late for class negatively impacts your class grade.

3. There is no provision made for earning extra credit in this course. Consequently, it is important that you do your best work on each exam and assignment.

 4. Turn off your cell phones and/or other electronic devices. If you are using a laptop DON’T surf other sites---it’s annoying, unprofessional and disruptive.

1. Truth, integrity, justice, and honesty are a given part of our class. There can be no exceptions - ever. For a full discussion of what this means and the consequences of failing to comply with this students are expected to have read CSUCI’s Honor Code/Policy on Academic Honesty.

6. We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior.

**GRADING**

Final grades will be based on the following criteria:

Final Exam: 25%

Group Projects + Presentation 35%

Exercises 25%

Group Analysis 05%

Participation 10%

Total 100%

**EXAMS**

**ONE essay based TAKE-HOME** examination, covering the text, assigned readings, lecture, notes, and class discussion is due 5/15. 10am. Exam questions will be posted in your blackboard account subsection Exam Questions at least 4 weeks before the exam due date. Exams requirements are: (A) The work is to be your own ‑‑ that is, while you may/should use all relevant/possible resources you may NOT work and/or discuss the question with your teammates (or any other student). Failure to comply with this rule will lead to an F in the course! (B) The exam is not to be longer than 7 typewritten pages & (C) Margins are to be 1" all around, double‑spaced, 10 times roman (or similar) font.

Two sample questions from previous exams are provided below. Please note the intent of the question is not just to spit back information but to demonstrate learning through application of concepts discussed in class.

1A. Using the model of group effectiveness discussed in class as support, indicate the single group structure variable which, if changed/modified, would have helped your group perform better.

1B. Describe two things (excluding playing Jenga and days off) that Dr. Morris could have done to increase the cohesiveness of your group.

1C. What was the single most important group member resource your group had -support your answer for full credit.

2A. Sometimes (as if you couldn’t tell) I get frustrated with CSUCI students for not being “hungry” enough. What source of power do I have available to me that would MOST help engender a “love of learning” AND what base of power would MOST help me do this. As always support your answer.

2B. Many (if not most) in the Muslim World attribute bad intentions to US actions since 9/11. Using our discussion of impression management as support, describe two things that the US could do so that the “World” more favorably perceives our world-wide actions.

2C. Argue **FOR** the following statement, “people with high EQ are not easily influenced by impression management attempts”.

**TO ENCOURAGE YOU TO READ ASSIGNED CASES THE FOLLOWING CONDITION IS IN PLACE. IT IS POSSIBLE THAT I WILL ASK YOU A SINGLE GENERAL QUESTION ON A CASE’S DUE DATE. FAILURE TO ANSWER THE QUESTION WILL LEAD TO THE LOSS OF 1 POINT ON YOUR FINAL EXAM.**

**Group Project:**

**Group Project: 25 of final grade**

Students working in self-selected 4-6 member teams will contribute to the planning, development, writing, and presentation of a 10-12 typewritten page research paper. I know, I know – you hate groups! Yet, increasingly, professional work is done as a member of a team. Learning to effectively manage and participate in teams is essential – both professionally but also as a way to reinforce learning about group effectiveness. Moreover, while the exact details of the project are below be assured that I have designed your group project in such as a way as it is impossible to NOT DO YOUR FAIR SHARE, at least not without penalty. Your project consists of specific activities with specific deadlines. Those are described below:

I want each group to think about an OB topic in detail – use the index of your textbook or just goggle “organizational behavior” to find a list of subject areas. Building upon collective decision-making, your group is to choose a topic that most group members find interesting and worthy of additional consideration. AND

1. Conduct a literature review of the topic. What is the state of current knowledge? What do we know? What relationships can be established between your topic and other OB topics? How do you know this? To complete this you will need to spend some time on Psychology and Management databases. Our library gives you complete access. You might start with *Business Source Premier*. Your literature review should cite at least 10 recent (since 2008) scientific papers. Use APA format to document sources.

2. Based on your literature review, generate 3-4 hypotheses/propositions regarding your topic and other variables/relationships. A hypotheses is essentially – IF X then Y. Indicate why your hypotheses are important and interesting – value adding – that is, they build upon the state of knowledge. Build an argument for why the hypotheses and the relationships your group proposed should be true. Eliminate alternative explanations.

3. Briefly indicate how you would design a study to test the validity of your proposals.

Sound strange? Don’t worry, I have posted to blackboard an example of some of my own work and we will discuss this process in great detail to begin 2/6. Indeed, it is my intention to allow at least 15 minutes/class for group members to interact and discuss their project.

**Each team member will be graded on the group project according to the following inputs:**

**Average Team Member Appraisal: 5% of final grade – see blackboard subsection group project – team member eval document. On 5/15 you are to complete this form for each team member. This part of the project is based on the average score (for example excellent with 100, very good with 90, satisfactory=80 etc). Failure to submit team member appraisal leads to 0 score.**

**Initial proposal: 5%: On 3/13, your group will have chosen their research topic and begun literature review. In no more than 2 typewritten pages the group will: Indicate topic, cite at least 3 sources, and provide general summary of “where they are going and how they intend to get there”. I will review and provide written feedback on 3/27.**

**Final Paper – 15% of final grade:**  Your contributions and the overall group project will be evaluated along a number of dimensions to include:

1. What is the “value addedness” of your project? Interesting, novel, unexpected but realistic? Has the group boldly gone beyond the obvious? If so, ++

2. How have you used research/data to support and enhance your hypotheses? Clear logic? Reasonable? Did the group eliminate alternative explanations?

3. How realistic is the research design? Did the group indicate ways to overcome potential problems including costs, time constraints, appropriate methods, etc.?

**FINAL PRESENTATION 10% of final grade**

A particularly effective way to wind up our class and reinforce the learning that has taken place is to have the group members prepare a presentation.  On 5/8, every group will make a professional presentation to the class. The presentation should have significant visual and textual support/material (PowerPoint presentation, video, etc.) and all group presentations should be between 10-15 minutes with 5 minutes for Q & A.    In general, the presentation should address:

1. What topic did your group choose and why?

2. What is the state of knowledge around your topic? Describe your research process? What sources? Why these? Reliable? Valid? How do you know?

3. What were your hypotheses? How novel? How add to the field? Why important to know these? How eliminate alternative explanations?

4. How test? Detailed? Realistic? Timely?

Moreover, a good presentation has certain style elements. These include:

(a) Appropriate planning (Groups have 20 minutes max – will give a 2 minute warning and then cut off the presentation at the 20 minute mark.)

(b) The presentation should be lively. A lively presentation is more than just reading factual statements – prepare yourself to speak extemporaneously.

(c) Remember that good speakers (1) make considerable eye contact with their audience, (2) speak clearly and loudly enough so that the person furthest away can hear you and (3) present a professional image –that is they dress to impress.

(d) Demonstrated mastery of topics under discussion. Topics add value and are information rich.

(e) Professional appearance – both the PowerPoint (other visuals) as well as the presenters.

**EXERCISES:**

Because OB is such an applied field, it is important that you be given opportunities to put into place what you have been learning thus you have been assigned 5 short exercises. All exercises are to be typewritten and, in general, 1‑2 pages should be adequate. However, specific requirements will vary and we will cover them on a case by case basis. While 5 assignments are given you may drop the grade of the lowest exercise thus each exercise is worth 3% of your final grade.

**Exercise 1**: 1-2 typewritten exploration of a time you experienced a situation in which differences in cultural values impacted your/another’s behavior. In the exercise, I want you to discuss: What happened? What cultural values were in play (use Hofstede’s cultural dimensions)? What would you have done differently now that you are more aware and sensitive to cultural diversity? Indicate one way your greater cultural sensitivity and respect will positively impact your career? Support.

**Exercise 2:**  Students are tasked with generating 2-4 position points for the pro side of a debate question and 2-4 position points for the con side of the following debate question: “Nature matters more nurture in determining individual behavior”. PRO side argues why evolution/genes/nature are the primary determinants of human behavior. Con side argues situation/context/environment- nurture matter more. Of course, both matter but you must argue importance.  **Students must cite at least 4 “highly quality” sources (in total not 4 for each side) to support their arguments – my notes, text, provided readings and WIKI can not be used as sources (although these are highly quality I want you to do your own research).**

On 2/13, students will be randomly assigned to one of three groups: Pro position, Con position, or Judge to orally debate the question. The debate format is:

Students will have 15 minutes to develop a team-based argument for their assigned position.

Affirmative/Pro team will present opening argument to judges -- 5 minutes MAX

Negative/Con will present opening argument to judges – 5 minutes MAX

Groups will reconvene and have 10 minutes to develop rebuttals

Con group will have 3 minutes MAX to provide rebuttal

Pro group will have 3 minutes MAX to provide rebuttal

Judges have 5-10 minutes to determine debate winner and explain to class why.

Winning group members and Judges will earn some form of extra credit to be determined.

**Exercise 3**: Complete on-line measure of EQ. An excellent choice is [www.queendom.com](http://www.queendom.com) . Your score is private and need not be shown – however – indicate two things you should/could do as the result of knowing your EQ score. Why these? AND based on the 1st letter of your last name, I want you to find a poem and/or song lyrics that best captures the primary universal emotion (list on approx page 27 of book of notes) that starts with the letter closest to the 1st letter of your last name. For example, Your last name is Anderson. Thus you are to find a poem/song lyrics that convey the emotion of Anger. Please indicate two reasons why the poem/song lyrics you have chosen reflect the required primary universal emotion. Finally, each student should be prepared to read (and/or perform) the poem/lyrics chosen during our 2/27 class.

**Exercise 4:** Provide a 2-3 typewritten page analysis of the book **Drive**. As part of your analyses:

1. Two paragraph summary of the main themes of the book.

2. 3 ways the book helped clarify and expand our classroom discussion of motivation and Chapters 5 & 6 of your assigned textbook.

3. 3 ways in which **Drive** challenged/differed from/offered alternative views of the concepts discussed in your textbook.

4. 2 ways in which you can/could use the information in Drive to better manage your group project.

**Exercise 5:** You are to read, analyze and write a two-page typed paper on the case “When Your Colleague is a Saboteur”.Case write‑ups are designed to be incidents of “demonstrated application". That is, I want the first part of the case write‑up to reflect ways in which topics we have covered are evidenced or applicable to the case under study ‑the more ways you can do this the better your group's grade will be. The second part of the case analysis must include an action plan. An action plan can be thought of as specific recommendations for ways to improve the situation.

**Group Journal/Analyses**

In a 4-6 typewritten page summary of group activities (called group journals), I am asking you to describe your group, to explain its development, and articulate exactly what happened in the group over the course of the semester. Hopefully, by requiring you to actively and continuously monitor and note the activities of your group, you will gain new insights about your group and groups in general and further insights into your own style and way of dealings with groups. The group journal should be approximately four to six typewritten pages (use this a benchmark, not an exact requirement although absolutely no less than 3 or no more than 10) and will be due on the date noted in the course outline. Please organize your journal into three sections with the greatest weight given to section one. The sections are described below:

1. What happened in your group; That is, describe your group's emergent characteristics. Most ofthe following topics should be included in this section of your journal: A: Group goals and objectives B: Cohesiveness C: Group norms D: Communication patterns (that is, who talked to who; when, etc.) E: Differentiation to include: subgroupings, status differences etc. F: Division of labor and roles (who did what and why?) G: Leadership patterns H: Conflict management

2. Describe the evolution of your group. That is, how did the characteristics of the group change over time. Also indicate why you think the characteristics of the group changed as they did. Finally, describe and explain the consequences of the group's changes over time for group productivity and satisfaction.

3. Describe and analyze your individual behavior as a member of the group and some of the consequences of group membership for your own learning and/or future as a manager. I am particularly interested in seeing you apply our discussion of individual traits to Section C. For example, changes (increases /decreases) in your emotional intelligence and/or self‑monitoring.

IMPORTANT POINT TO REMEMBER: ‑ It is absolutely imperative that you keep a running account of your group activities. In other words, write it down when it happens not at the end of the semester. Without an active journal you will have difficulty recalling what was said or how you felt in early sessions of the group and it will be almost impossible to accurately and appropriately analyze the activities of your group.

**Class Participation**

One of the objectives of this class is to train student’s to think more broadly and for themselves rather than training technicians who know the right response to give in a particular situation but don’t know **WHY**  it’s the right one. Thus I expect you to participate in class discussions by sharing your own insights and experiences, providing feedback on other students’ ideas, and sometimes providing alternative approaches to presented problems.

In grading class participation I will look at three specific dimensions to include: (1) the quantity & (2) quality of your class comments/contributions and (3) overall classroom conduct. More on each of these dimensions follows:

**A:** Quantity involves the extent to which you participate in classroom discussion and involve yourself in various group exercises/discussions/debate during the semester. Obviously, being absence from class negatively impacts your performance here.

**B:** Quality of classroom participation involves: (1) r**elevance**  – does the comment bear on the subject at hand? (2) R**esponsiveness** — does the comment react in an important way to what someone else has said? (3) **Importance** — does the contribution further our understanding of the issues at hand? Is a connection made with other cases/issues we have analyzed?

**C: Classroom conduct:**  Every class has an *“esprit de corps”*  -- an overall spirit. Positive classes have students who engage in small acts of kindness, lend helping hands to fellow students, show positive emotion, and demonstrate a desire to learn and actively engage materials. A negative spirit comes about when students arrive late, leave early, complaint and/or whine about class expectations. Student behaviors that positively impact the “espirt de corps” of BUS/PSY 424 add value to the class and should and will be rewarded.

Ultimately, class participation is a function of preparation, attitude, a willingness to actively commit yourself in front of your colleagues, and perhaps most importantly a close monitoring of your behavior to ensure appropriate and timely contributions which don’t monopolize class discussion. It is a significant portion of your final grade and I encourage you to treat it as such. Please come see me if you have concerns or questions regarding my expectations on this element of your classroom performance.

**Disabilities Statement**:

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms MUST register with the designated staff member in Student Affairs in order for CSUCI to better accommodate special needs. Students are required to provide documentation of a disability when accommodations are requested

**COURSE OUTLINE AND ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **ASSISGMENT** |
| 1/23 | Overview of class | Chapters 1  |
| 1/30 | Individual Differences, Cultural Diversity & Perception | Chapter 2 & 3Read: Bangles, Race |
| 2/6 | Personality, Attitudes & Values | Chapter 4Groups formed**Exercise 1**Read: Fat Chance  |
| 2/13 | Evolutionary & Positive Psychology | Read: Gen Y, Everything Not Enough, Question of Character **Exercise 2** |
| 2/20 | Stress & Emotions; The importance of EQ | **Chapter 7**Read: Bob’s Meltdown; Losing it  |
| 2/27 | Motivation | Chapters 5 & 6 **Exercise 3:**  |
| 3/6 |  Motivation applied  | Read: Moonlighter,  |
| 3/13 | Project Review | **Group Project Proposal****Exercise 4: Analyse Drive** Read: What a Jerk |
| **3/20**  | **Spring Break**  |  |
| 3/27 | Groups effectiveness | Chapter 9 |
| 4/3 | Conflict & Cooperation | Chapter 10Read: When Employees Clash, Push for Diversity |
| 4/10 | Communication & Leadership  | **Chapter 8 & 12** **Exercise 5:** Read: Nice Guys, World Class Bull |
| 4/17 | Individual & Group Decision Making  | Chapter 11Read: Creativity, Sputtering R & D |
| 4/24 | Power & Organizational Politics  | Chapter 13Read: Mountainside |
| 5/1 | Change  | Chapter 14 Read: Welcome Abroad  |
| 5/8 | Review, wrap-up | **Group Project Paper & Presentations** |
| 5/ 15 | **Final Exam**  | **Team Member Eval, Group Analysis paper, & Final Exam Due!**  |