Course Objectives

People work in relationships. On the job one deals with bosses, subordinates, customers, and colleagues. How you deal with them can make the difference between you – and them and enjoying the job or hating it.

This course will examine individual, group, and system behaviors in modern organizations; change, leadership, motivation, work groups, innovation and power. The values implicit in management approaches and principles will also be considered.

During the semester you should:

1. Gain a deeper understanding of how you and others interact in many organizational settings.

2. Practice recognizing complex situations and deciding appropriate responses.

3. Explore moral dimensions and cultural differences inherent in managerial issues.

Learning Outcomes

Students who take full advantage of the readings, assignments and discussions in this course will:

Gain an understanding of the nature of human motivation, especially as this applies to workplace settings;

Learn to apply various theories pertaining to workplace dynamics to their own lives and the working conditions they encounter;

Become adept at identifying dysfunctional organizational patterns;

Be able to differentiate and appreciate the usefulness of theoretic frameworks as tools for gaining insight into social processes.

Become aware of the global forces shaping life on the planet;
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Appreciate how cultural and ethnic differences shape approaches to getting work done.

Recognize the power and communication complexities in a situation and decide appropriate responses.

Recognize and understand other people’s motivations and thinking patterns and decide appropriate responses.

Develop an understanding of underlying causes of conflict and identify potential solutions.

**Required Text**


**Activities of Participants**

Active participation in classroom discussion and group project is required to accomplish the objectives of this course. Failure to participate in class discussion will have a severe negative effect on the final grade.

The student will also:

- Read assigned material on time and be ready to discuss the material.
- Review relevant articles.
- Make individual and group presentations.
- Participate in the group discussions.
- Identify and discuss relevant current events.

**Learning Methodologies**

The learning methodology used in this course consists of reading the textbook and other assigned readings, lectures, discussion of current articles in the business written media, individual participation in on-line class discussion, and individual research papers. The assigned readings will be drawn from the required text.

Other current articles are posted by the instructor in the Resources section of Blackboard. It is important to the success of this class that all students read the material assigned for each week. This will prepare the student for the on-line discussions.
Learning Climate

The approach that I plan to use for this course takes the view that the instructor and students work in a collaborative effort that recognizes the uniqueness of each person and encourages the learning process. My underlying assumptions are that individuals are interested in learning and are responsible for their accomplishments. This means that you must assume responsibility for learning and for the evaluation of that learning.

This course will be conducted as a set of workshops. The role of the instructor in this environment will be:

To establish a framework and put together a set of materials for exploration,

- To provide knowledge, opinions, and feedback about the process, and
- To provide guidance during the process of doing assignments.

The role of the students will be to participate, to do assignments, and to complete the research project.

Posting Your Documents

This is an online course that utilizes the courseware Blackboard and the email system. You will need a Blackboard account to participate in this course. If you do not have one, please go to the ulv.edu website and go to the Distance Education page and follow instructions to obtain a BB account. You can then go to bb.ulv.edu to access your course. If you have any question(s), please email bbhelp@ulv.edu for assistance.

The discussion board is under the COMMUNICATION section of the BB. I have set-up the DISCUSSION BOARD so that each week you have a place to submit your assignments and discuss the questions asked by the faculty or facilitators. Please double click on the “Discussion Boards”. Click on the appropriate weekly assignment you want to participate in. Then click on “Add New Thread”. You can present your input and discussion in this section.

Assessment Plan

The final grade is determined and based on the following assessment tools:

Discussion Board Assignments 80 points

(4 points each) Please see the Discussion Board.
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Class Participation 20 points

(Please see Appendix 1)

Writing Standards

All writing assignments must be word-processed and checked for spelling and grammar. The following are to be taken into consideration by the student when writing the papers in this course:

Content:

Completed all parts of assignment
Developed thoughtfully with appropriate support for ideas
Synthesized and evaluated appropriate materials
Original and appropriate approach - clear thesis

Organization:

Logical plan
Appropriate order of ideas
Appropriate beginning and conclusion
Appropriate cohesion and progression of ideas and transitions

Form, Mechanics, Surface:

Correct language control
No grammatical or sentence errors
No spelling, punctuation, and capitalization errors
Correct idiom and word usage

Academic Honesty

Your attention is called to the section of the University of La Verne Catalog entitled "Academic Honesty" (pages 63 and 64 of 2004-2005 Catalog).

Any student found to be violating this section of the catalog will be given a grade of ZERO for the
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assignment in question. Repeat offenders (including other courses) will get an "F" for this course. There is a "no tolerance" standard in this course for academic dishonesty.

We have total of 10 sessions. Class participation is vital for the success of this course. All students are expected to actively participate in all discussions. Please read all assigned material for the week in which we discuss the topics before coming to the class. According to Vincent Ryan Ruggiero the following factors generate good discussion:

1. Be prepared for discussion by reflecting on what you know in advance, expanding your knowledge through research and anticipating perspectives different from yours.

2. Be prepared to support your ideas with evidence.

3. Please respect other participants and their ideas with your willingness to listen and understand them and not attacking other participants personally.

4. Please do contribute but do not dominate.

5. Please aim for clarity, directness, and economy of expression.

6. Listen actively by trying to enter the speaker’s frame of mind.

7. Judge ideas responsibly through thoughtful consideration of overall strengths and weaknesses of the ideas.

8. Resist the urge to interrupt other participants.

Class participation will be graded based on the following criteria:

- Active participation in discussion.
- Demonstrated knowledge of the topic of discussion.
- Relating issue at hand with first hand or second hand personal experience.
- Raising probing or uncomfortable issues/questions.
- Ability to relate discussion topics to organizational behavior theories.
- Providing concrete feedback to other participants.
- Demonstrated understanding of assigned readings.
Example of Good Class Participation in Answering Discussion Questions

1. Do you think employers should be allowed to conduct drug testing as a precautionary measure, or should some evidence of impaired performance be required first? Why?

Yes, employers should be allowed to require drug testing as a condition to offering employment. For public safety, in many cases, employers should be mandated to conduct drug testing before hiring as well as periodically test during the course of employment. Airline pilots, public transportation operators, military, physicians, law enforcement personnel, product safety testers and school teachers are a few examples of positions that should required initial and ongoing drug testing. While I feel that certain jobs should have mandatory drug testing, there are other industries where drug testing should be left to the sole discretion of the employer. These would include positions where the employee generally works alone or has minimal or no interaction directly with the public (artists, computer programmers). To the extent that an employer is offering a job, and thereby held to a standard of responsibility for its employees, the employer should be able to establish its own requirements for employment so long as it lies within the guidelines of employment law and general practices. Employers should reserve the right to require drug testing provided that the policy and procedures for drug testing is clearly conveyed to potential employees. Additionally, any drug testing policy should be carried out indiscriminately across the board.

Example of Good Class Participation in Contributing to the Class Discussion

What resolution would you come up with to make the pay fair for CEO’s and their employees?

While I think that Carol's cap factor is a great and fair idea, one company implementing such a policy has little chance of success. As Elizabeth commented, the forces of our capitalist society will drive the competition for all things, including CEO’s. Companies willing to pay the biggest salaries will get the best executives. Companies with salary cap factors will be hard pressed to fill its CEO position unless it can offer other perks. Perhaps in conjunction with a salary cap, a greater portion of CEO compensations should be tied to company performance. Measurements for performances should include a comprehensive set of metrics for short-term and long-term achievements, productivity benchmarks, stock price valuation, etc. Stock prices should not be the only measurement of a CEO’s performance, as we’ve seen in the case of Enron, AIG, WorldCom and many others, where creative accounting and elusive schemes manipulated the raise stock prices while the actual company value declined. With a larger part of their compensation tied to the company’s overall performance, CEO’s would have a more vested interest in the well-being of the company. By adding stock options and performance bonuses to a set base salary, executives would more or less have to 'earn' their pay. As evidenced in the video about John Chambers, to make the compensation fairer, every employee in the organization should benefit from
improved performance of the company because every employee contributes in some way. CEO's will still have a much higher payday than the employees, but the system is more 'fair' in the sense that those who have a greater impact on the organization are paid higher; and at the same time every employee will receive a proportionate share from the increased company performance.

**Short Paper Assignment**

A problem well defined is a problem half-solved

Length: 4-6 pages, double-spaced, Times New Roman 12-point font, one inch margins.

For this assignment, you will draw from selected theories from the text, Chapters 1-10, that help explain workplace dynamics that you are currently experiencing. The theories you choose are up to you. You may wish to focus on a particular chapter, or draw from various chapters as you pursue some theme that makes sense to you when considering your workplace. You may alternatively choose to examine past workplace experiences if you wish, but I prefer you focus on your current situation.

In completing this assignment, you will make reference to the text where appropriate

**POINTS WILL BE DEDUCTED FOR INAPPROPRIATE CITATION FORMATTING.** Please see Appendix 4 to avoid problems with references.

Note: For most of us, workplace settings are dysfunctional to varying degrees. Critically assess the theories we’ve examined. You might think of these questions as a way of framing your analysis:

Do you think they make any difference in terms of helping organizations to function better?

What factors are dominant in shaping your workplace setting/dynamics?

How much of what happens or does not happen in organizations depends on management (organizational culture that is created, informal power or lack of, competence, etc.)?

Grading Criteria:

Students clearly specify the theories they apply, and provide clear and useful examples from their workplace.
Students demonstrate effort to critically examine the usefulness of theories, and identify areas of their experience that don’t conform neatly to any set of theories.

Students strive to construct hypotheses that help to order and make sense of the processes they are observing.

The following objectives for the course are tied to this assignment:

Gain an understanding of the nature of human motivation, especially as this applies to workplace settings;

Learn to apply various theories pertaining to workplace dynamics to their own lives and the working conditions they encounter;

Become adept at identifying dysfunctional organizational patterns;

Be able to differentiate and appreciate the usefulness of theoretic frameworks as tools for gaining insight into social processes.

**Short Paper 2**

Prescribing the Cure

Length: 4-6 pages, double-spaced, one inch margins, Times New Roman 12 point font.

Please take the workplace problems that you describing/diagnosing in Short Paper 1. Write this paper as if you were the consultant hired by your company to fix its problems (those you identified in Short Paper 1). If your first paper felt like a diagnosis, think of this one as a prescription. The theories you choose are up to you. You may wish to focus on a particular chapter, or draw from various chapters as you pursue some theme that makes sense to you when considering your workplace. (As with your first paper, you may alternatively choose to examine past workplace experiences if you wish, but I prefer you focus on your current situation.)

Again: I am looking for clear references to the text and, where appropriate, other sources.

Grading:
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1. Students provide brief (one paragraph) recap of their “diagnosis” from paper one
2. Students clearly specify the theories they will apply in their papers, and provide clear and useful applications to their workplace settings.
3. Students demonstrate effort to critically examine the usefulness of theories, and identify areas of their experience that don’t conform neatly to any set of theories.

1. Students develop a process to apply the selected theories to their workplace settings, taking into account the workplace conditions they described in their first paper.

The following objectives for the course are tied to this assignment:

Learn to apply various theories pertaining to workplace dynamics to their own lives and the working conditions they encounter;

Be able to differentiate and appreciate the usefulness of theoretic frameworks as tools for gaining insight into social processes.

Avoiding Plagiarism

From Beyond Feelings: A Guide to Critical Thinking (7th ed)

By Vincent Ryan Ruggiero

Once ideas are put into words and published, they become “intellectual property,” and the author has the same rights over them as he or she has over a material possession such as a house or a car. The only real difference is that intellectual property is purchased with mental effort rather than money. Anyone who has ever wracked his or her brain trying to solve a problem or trying to put an idea into clear and meaningful words can appreciate how difficult mental effort can be.

Plagiarism is passing off other people's ideas or words as one's own. It is doubly offensive in that it both steals and deceives. In the academic world, plagiarism is considered an ethical violation and is punished by a failing grade for a paper or a course, or even by dismissal from the institution. Outside the academy, it is a crime that can be prosecuted if the person to whom the ideas and words belong wishes to bring charges.

Some cases of plagiarism are attributable to intentional dishonesty, others to carelessness. But many, perhaps most, are due to misunderstanding. The instructions "Base your paper on research rather than on your own unfounded opinions" and "Don't present other people's ideas as your own" seem
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contradictory and may confuse students, especially if no clarification is offered. Fortunately, there is a way to honor both instructions and, in the process, to avoid plagiarism.

Step 1: When you are researching a topic, keep your sources’ ideas separate from your own. Begin by keeping a record of each source of information you consult. For an Internet source, record the Web site address, the author and title of the item, and the date you visited the site. For a book, record the author, title, place of publication, publisher, and date of publication. For a magazine or journal article, record the author, title, the name of the publication, and its date of issue. For a TV or radio broadcast, record the program title, station, and date of transmission.

Step 2: As you read each source, note the ideas you want to refer to in your writing. If the author’s words are unusually clear and concise, copy them exactly and put quotation marks around them. Otherwise, paraphrase—that is, restate the author’s ideas in your own words. Write down the number(s) of the page(s) on which the author’s passage appears.

If the author’s idea triggers a response in your mind—such as a question, a connection between this idea and something else you’ve read, or an experience of your own that supports or challenges what the author says—write it down and put brackets (not parentheses) around it so that you will be able to identify it as your own when you review your notes. Here is a sample research record illustrating these two steps:

Adler, Mortimer J. The Great Ideas: A Lexicon of Western Thought (New York: Macmillan, 1992) Says that throughout the ages, from ancient Greece, philosophers have argued about whether various ideas are true. Says it’s remarkable that most renowned thinkers have agreed about what truth is—”a correspondence between thought and reality.” 867 Also says that Freud saw this as the scientific view of truth. Quotes Freud: "This correspondence with the real external world we call truth. It is the aim of scientific work, even when the practical value of that work does not interest us." 869 [I say true statements fit the facts; false statements do not.p3

Whenever you look back on this record, even a year from now, you will be able to tell at a glance which ideas and words are the author’s and which are yours. The first three sentences are, with the exception of the directly quoted part, paraphrases of the author’s ideas. The fourth is a direct quotation. The final sentence, in brackets, is your own idea.

Step 3: When you compose your paper, work borrowed ideas and words into your own writing by judicious use of quoting and paraphrasing. In addition, give credit to the various authors. Your goal here is to eliminate all doubt about which ideas and words belong to whom. In formal presentations, this crediting is done in footnotes; in informal ones, it is done simply by mentioning the author’s name.
Here is an example of how the material from Mortimer Adler might be worked into a composition. (Note the form that is used for the footnote.) The second paragraph illustrates how your own idea might be expanded:

Mortimer J. Adler explains that throughout the ages, from the time of the ancient Greeks, philosophers have argued about whether various ideas are true. But to Adler the remarkable thing is that, even as they argued, most renowned thinkers have agreed about what truth is. They saw it as "a correspondence between thought and reality." Adler points out that Sigmund Freud believed this was also the scientific view of truth. He quotes Freud as follows: "This correspondence with the real external world we call truth. It is the aim of scientific work, even when the practical value of that work does not interest us."

This correspondence view of truth is consistent with the commonsense rule that a statement is true if it fits the facts and false if it does not. For example, the statement "The twin towers of New York's World Trade Center were destroyed on September 11, 2002" is false because they were destroyed the previous year. I may sincerely believe that it is true, but my believing in no way affects the truth of the matter. In much the same way, if an innocent man is convicted of a crime, neither the court's decision nor the world's acceptance of it will make him any less innocent. We may be free to think what we wish, but our thinking can't alter reality.1