Organizational Behavior

BUS351 Fall 2011

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Additional readings/cases will be provided by the instructor in D2L or via email.

Optional Material: Business material such as Wall Street Journal, Business Week, or Fortune.

A Desire to Learn (D2L) course web site https://uwosh.courses.wisconsin.edu has been created to accompany this class. Throughout the course, your assignment, quiz, and exam grades will be posted on the D2L site.

Course Overview

The course seeks to introduce the student to issues relating to the management of people in organizations. Behavior is sought to be understood in the light of empirical and theoretical research and to relate such understanding to the management of human resources.

Human behavior is considered a function of individual, group, and organizational dynamics. Concepts and practices related to motivation, perception, intra-group and intergroup dynamics, leadership, communication, decision-making, organizational design, and organizational culture will be explored. The course closely explores its relevance to human resources management and other management functions such as strategy and organizational change.

Learning Objectives

This course will prepare students…

1. To understand the interdisciplinary nature of organizational behavior and develop an appreciation for the link between organizational behavior and human resource management practices such as: recruitment, selection, performance appraisal, compensation, and negotiations.
2. To recognize major individual differences in organizations in terms of personality, motives, skills, gender, etc. and appreciate how they affect organizational processes.
3. To understand the processes of perception, attribution and emotions, then examine how they affect job related behaviors and attitudes (i.e. job satisfaction, job involvement, organizational commitment, etc.).
4. To become familiar with what motivates individuals (content theories) and how motivation happens (process theories) and to learn and apply motivational strategies that affect job related behaviors and attitudes.
5. To understand group dynamics and to apply teambuilding strategies which positively affect the performance at individual, group, inter-group, and organizational levels.
6. To develop an understanding of organizational processes such as communication and decision-making (rational and bounded-rationality), and learn about contingent managerial approaches to these processes.
7. To review traits, behaviors, contingency models of leadership, and to develop an appreciation for post-contingency models such as transformational and servant leadership.
8. To examine and explain how power and politics affect an organization’s key processes such as decision-making, communication, conflict management, negotiations, etc.
9. To learn about the foundations of organizational structure and design and examine how global and national environmental trends, technology, and strategy affect organizational effectiveness.
10. To understand the importance of creating and managing organizational culture, and how it affects organizational performance, employee behaviors and attitudes, ethics, and corporate social responsibility.
11. To identify the factors influencing organizational change, learn about the process of organizational change, and identify effective models and strategies for bringing about organizational change and development. **Course Activities and Grading**

**Course Activities**

- 150 points - Quizzes (10-12 quizzes, see schedule)
- 200 points - Exams (2 exams worth 100 points each)
- 50 points - Team Project
- 60 points - Class Participation

460 points total

**Quizzes.** A total of 10-12 quizzes comprised of short answer and/or multiple choice questions will be administered during class time as scheduled. The objective of each quiz is to encourage the student to come prepared to class so that she/he may get the maximum learning out of the class experience. Each quiz will consist of questions drawn from the designated chapters and material. **No make-up quizzes are offered.**

**Exams.** Periodic exams are designed to test your growing application of relevant OB theories and methods. There will be two exams: a mid-term and a final. Both exams will consist of questions drawn from the designated chapters and material. **In extreme cases,** make-up exams will be allowed on a case-by-case basis as determined by the instructor (see section entitled Attendance Policy below).

**Team Project.** Each student will be required to be a member of a one or two or three-person work team to complete the Team Project. The objective of this project is not only to improve your understanding of group dynamics as studied in class, but also to apply these concepts to the teamwork of which you will be a part. Specifically, the Team Project will consist of two parts: Part One is focused on our textbook and in-class discussion material regarding teams, while Part Two requires your team to research four articles to obtain additional insights into the subject of team effectiveness. Each team member will be asked to evaluate the team performance of fellow team members. Additional description/parameters of the Team Project will be delivered to you as required.
Class Participation. Each student is expected to be present in class, be fully prepared, and to participate in class discussions. Guidelines regarding class participation have been prepared and can be found in a separate section, below. Also, attendance will be taken during each class meeting (see section entitled Attendance Policy below).

Grading (%)

A    = 93.0 +
A -  = 90.0 - 92.9
B+   = 87.0 - 89.9
B    = 83.0 - 86.9
B -  = 80.0 - 82.9
C+   = 77.0 - 79.9
C    = 73.0 - 76.9
C -  = 70.0 - 72.9
D+   = 67.0 - 69.9
D    = 63.0 - 66.9
D -  = 60.0 - 62.9
F     < 60.0

Attendance, Misconduct, Miscellaneous

Attendance Policy

Students are expected to be present for each scheduled class session. Students may be excused only in the following situations, and with acceptable documentation regarding same:

1. death of an immediate family member (note from clergy or physician)
2. medical care for pregnancy or serious illness (note from physician)
3. participation in sanctioned UW-Oshkosh events (note from coach/advisor)
4. government service, i.e. court appearance, jury or military duty (note from court or commander)

Only under the above documented situations will make-up work be allowed.

Academic Misconduct

Academic misconduct will not be tolerated. All suspected incidents of academic misconduct will be considered using the university’s Student Discipline Code, Chapter 14. As such, if I conclude that academic misconduct has occurred, I will proceed to impose a disciplinary sanction.
Academic misconduct includes, but is not limited to, the following examples:

- Submitting work as one’s own when all or a part of the work is that of another individual (i.e. plagiarism). One way to think of academic writing is that it generally asks you to effectively use what you have learned, while also giving credit to the specific place where it was learned. Whether from a book, magazine, or website, you must properly cite (i.e. give credit) for the material that was considered and used when you prepared your writing.
- Utilizing work that has been prepared for another course or for another purpose, and submitting that work to fulfill an assignment in this course.
- Cheating on a quiz or an exam,
- Collaborating with others on assigned individual work,
- Tampering with the work of another individual.

**Miscellaneous**

Laptops, cell phones, etc.: The use of laptops during class for purposes of note-taking (and only note-taking) is permissible. However, use of the internet and/or the university’s intranet/email during class hours is strictly prohibited. In addition, all electronic devices (e.g. cell phones, PDA’s, pagers, etc.) must be silenced during class. The use of calculators is permitted during quizzes and exams; however, the use of cell phones as calculators is not allowed.

**Course Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>In Class</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9-07</td>
<td>Course Introduction, Syllabus, Introduction to OB</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>9-12</td>
<td>Individual Differences, Perception</td>
<td>Chapter 2, Chapter 3</td>
<td>Quiz 1</td>
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<tr>
<td>3</td>
<td>9-14</td>
<td>Job Attitudes, Motivation Theories</td>
<td>Chapter 4, Chapter 5</td>
<td>Quiz 2</td>
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<tr>
<td>4</td>
<td>9-19</td>
<td>Motivation Applications, Emotions &amp; Moods</td>
<td>Chapter 6, Chapter 7</td>
<td>Quiz 3</td>
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<tr>
<td>5</td>
<td>9-21</td>
<td>Group Dynamics</td>
<td>Chapter 8</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>6</td>
<td>9-26</td>
<td>Exam 1</td>
<td>Exam 1: Ch 1-7 (100 pts)</td>
<td>Quiz 5</td>
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<tr>
<td>7</td>
<td>9-28</td>
<td>Designing Effective Teams, Communication</td>
<td>Chapter 9, Chapter 10</td>
<td>Quiz 6</td>
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<tr>
<td>8</td>
<td>10-03</td>
<td>Leadership</td>
<td>Chapter 11</td>
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<td>9</td>
<td>10-05</td>
<td>Power &amp; Politics</td>
<td>Chapter 12</td>
<td>Quiz 7</td>
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<td>10</td>
<td>10-10</td>
<td>Conflict Management</td>
<td>Chapter 13</td>
<td>Quiz 8</td>
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<tr>
<td>11</td>
<td>10-12</td>
<td>Organizational Structure</td>
<td>Chapter 14</td>
<td>Quiz 9</td>
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<tr>
<td>12</td>
<td>10-17</td>
<td>Organizational Culture</td>
<td>Chapter 15</td>
<td>Quiz 10</td>
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<tr>
<td>13</td>
<td>10-19</td>
<td>Organizational Change</td>
<td>Chapter 16</td>
<td>Quiz 11</td>
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<tr>
<td>14</td>
<td>7-24</td>
<td>Exam 2</td>
<td>Exam 2: Ch 8-16 (100 pts)</td>
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The above represents the schedule of activities the instructor intends to follow during the term. However, the instructor reserves the right to modify or change this schedule at any time. **Quiz dates are tentative.**

### Class Participation Assessment Guidelines

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Comments</strong></td>
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<tr>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
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<tr>
<td><strong>Resource or Document Reference</strong></td>
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<tr>
<td>Clear reference to text being discussed and connects it to previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence</td>
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<tr>
<td><strong>Active Listening</strong></td>
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<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to instructor and others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or formulation own</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy ignoring others)</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
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<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>Shows consistency in responding to the comments of others</td>
<td>Shows some continuity of discussion.</td>
<td>Continuity of discussion.</td>
<td>and/or loses consistency in responding to the comments of others</td>
<td>and/or loses continuity of discussion.</td>
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</tbody>
</table>