

Maryland in Europe Graduate Programs
Bowie State University

Organizational Behavior

MGMT 511

Term V

14/15 and 29 June; 19/20 July; 2/3 Aug, 2003

09:00 – 14:00

London-West Ruislip

Instructor: Valerie Mock, Ph.D.
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Office Hours: 30 minutes before each class session, other times by appt.
Course Credit: 3 Semester Hours

Course Description:

Organizational Behavior presents basic concepts of organization behavior. Students become acquainted with major conceptual models believed to explain human behavior in organizations, acquire an understanding of the methods used to study organizations, and analyze research on organizational behavior topics. While the emphasis is placed in critical analysis of literature that deals with *what is*, attention is also given to views about *what should be* for people to derive maximum satisfaction and other benefits from organizational activity.

Course Prerequisites:

Undergraduate *Principles of Management*, or permission of the director.

Course Goals:

Upon completion of the course participants should understand:

- OB research on improving organizational and managerial effectiveness
- Behavioral principles in learning, perception, and attitude formation
- Application of motivation concepts to productivity and job satisfaction issues
- Nature of group processes, team building dynamics, and decision-making
- Processes of communication in organizations
- Principles of leadership and dynamics of power in organizations
- Methods of organization development and human resource practices
- Formation and function of organizational culture
- Management of planned change in organizations

Course Objectives:

Upon completion of the course students will be able to:

1. Describe how organization behavior research can benefit all members of an organization.

2. Describe what managers should know about human learning, perception, and the formation of attitudes and opinions.
3. Identify major theories of motivation and apply them to motivational strategies for dealing with poor performance and job dissatisfaction.
4. Describe and give examples of behavior modification strategies.
5. Analyze case studies and provide potential solutions to problem issues of motivation, attitudinal conflict, and skill development among culturally or ethnically diverse groups.
6. Distinguish between leadership and managerial roles.
7. Apply several current contingency leadership theories to case situations, outlining main issues, and recommending preferred leadership styles.
8. Identify managerial behaviors that facilitate effective decision-making.
9. Show how organizational design impacts the nature of communication.
10. Distinguish between continuous improvement and reengineering process and their implications for job design and worker expectations.
11. Suggest strategies to deal with resistance to change in organizations.
12. Describe strategies for reshaping an organizational culture.
13. Describe typical interventions used in organizational development.
14. Outline the manager's role as a change agent in dealing with organizational change, whether initiating or implementing change.

Course Framework:

The approach followed in this course involves group discussions of organizational behavior topics found in text, book of readings, the Internet, and library research. Thus, participation in the classroom is essential for effective learning and enjoyment of a course like this. A fair amount of theory is reviewed, which results in an academic requirement that students understand the models we review. This can only occur through reading and studying the material in the textbook and the book of readings. The conceptual frameworks discussed in those texts will be applied to real world issues.

Students are asked to write two topic papers of from 4 to 6 pages each. These papers are to deal with issues supporting our study. The first paper must be on a topic chosen by the student from Ch.s 1 through 9. The second paper must be on a topic selected from Ch.s 10 through 19. Some group work July be required for selected activities in the classroom, but all projects are to be individually developed and produced.

A term project is also required. This paper is to address an actual organizational behavior challenge you select from your organizational environment—past or present. This project is to follow the form of a management consultation or change manager's report to the organization's leadership. It is to be an analysis of the issue(s) and recommendations for interventions to alleviate the problem or issue. This 10 to 15-page report must meet APA publication manual guidelines, and be written as if it were to be submitted to higher management.

Those students without organizational work experience July suggest another organizational behavior/organizational development topic for instructor approval.

Required Texts and Other Reading Materials:

Robbins, Stephen P. 2003. *Organizational Behavior*, 10th ed. Upper Saddle River, NJ: Prentice Hall.

Ott, J. Steven, Sandra J. Parkes, and Richard B. Simpson, eds. 2003. *Classic Readings in Organizational Behavior*. 3rd ed. Toronto, Canada: Thompson Wadsworth.

Additional readings July be assigned by the instructor during the term.

Recommended Journals:

Academy of Management Review

Harvard Business Review

Journal of Organizational Behavior

Leadership Quarterly

Management Review

Organizational Behavior and Hyman Decision Processes

Grading Information:

Letter grades are determined from the following scale:

| | |
|------|---|
| A | 92-100% of total points possible |
| B | 81-91% of total points possible |
| C | 70-80% of total points possible |
| E(F) | Less than 70% of total points |
| | [F(n) regular nonattendance; F(a) academic failure] |

Distribution:

| | |
|------------------------------|-------------|
| Topic Papers, 2 at 10 % each | 20 % |
| Term Project | 30 % |
| Mid-term Examination | 20 % |
| Final Examination | 20 % |
| Class Participation | <u>10 %</u> |
| | 100 % |

Term Project Description:

Identify a real-world organizational problem in your own work environment (past or present) or experience, and then adopt the role of a paid consultant brought in to help solve the problem. Examples of typical problems are included throughout the text and readings book, as well as found in the OB literature.

Begin by analyzing the organizational situation within one or more of the frameworks discussed in class or from our readings. Then, select a change plan or

intervention appropriate to the situation analysis, the problem, and the organization.

To conduct your analysis, you must first state the problem in such a way that evaluation criteria that are acceptable to the organization can be developed. This means don't recommend something that you know would be impossible to implement. Change does not have to be dramatic or extensive; change occurs in 'small bites,' and often over long periods of time.

Your evaluation criteria will serve to demonstrate that the planned strategy did, in fact, succeed. For example, say that before your recommended intervention something was happening in the organization that should not have been happening, or something that should have been happening was not. Your job is to identify the 'performance gap,' perform a discrepancy analysis, and propose a workable solution.

Your proposal should include the following:

- A statement of the problem
- An analysis of the dynamics of the problem
- An intervention approach strategy
- Theoretical support and defense of intervention strategy
- An implementation plan
- And evaluation plan

Course Schedule:

| Module | Date/Time | Discussion Topics | Reading Assignments |
|---------------|------------------|---|--|
| 1 | Sat, 14 June: AM | Foundations of Organizational Behavior | Robbins: Ch. 1 and 2 OPS: pp. 1-30 |
| 2 | Sat, 14 June: PM | Values, Attitudes, and Job Satisfaction Human Personality and Perception Factors | Robbins: Ch. 3 4 and 5 OPS: No. 39 OPS: No.29 |
| 3 | Sun, 15 June: AM | Motivation: Concepts and Applications | Robbins: Ch. 6 OPS: No. 12-15 |
| 4 | Sun, 15 June: PM | Group Behavior and Work Teams | Robbins: Ch. 7 and 8 OPS: No. 19, 22 |
| 7 | Sun, 22 June: AM | Communication and Organizational Behavior Issues in Leadership Hand In First Topic Paper | Robbins: Ch. 9, 10, 11 and 12 OPS: No. 28 OPS: No. 3, 4, 5 |
| 8 | Sun, 22 June: PM | Mid-Term Examination | Robbins: Ch. 1 - 12 |
| 9 | Sat, 19 July: AM | Power, Politics, Conflict and Negotiation | Robbins: Ch. 13 and 14 OPS: No.32, 35 |
| 10 | Sat, 19 July: PM | Foundations of Organizational Structure Hand In Second Topic Paper | Robbins: Ch. 15 OPS: No. 30, 36 |
| 11 | Sun, 20 July: AM | Work Design and Technology | Robbins: Ch. 16 OPS: 17 |
| 12 | Sun, 20 July: PM | Human Resources Policies and Practices | Robbins: Ch. 17 OPS: 23, 24 |
| 13 | 2 Aug: AM | Organizational Culture | Robbins: Ch. 18 OPS: 44 |
| 14 | 2 Aug: PM | Organizational Change and Stress Management | Robbins: Ch. 19 OPS: 42, 47 |
| 15 | 3 Aug: AM | Student Project Presentations | |
| 16 | 3 Aug: PM | Final Examination | Robbins: Ch. 13 - 19 |

Academic Policies: Please refer to the UMUC Maryland in Europe Graduate Catalog, available online at http://www.ed.umuc.edu/visit/pubs/catalog/grad_02-03.pdf or from your local Education Center, for information on the following:

Academic Integrity
 Course Load
 Exception to Policy
 Grade Appeal Process
 Make-up Examinations
 Nondiscrimination
 Students with Disabilities

Code of Civility

To promote a positive, collegial atmosphere among students, faculty, and staff, Maryland in Europe has developed the following Code of Civility:

Respect

Treat all students, faculty, and staff with respect and in a professional and courteous manner at all times and in all communications, whether in person or in written communication (including e-mail).

Kindness

Refrain from using profanities, insults, or other disparaging remarks.

Truth

Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility

Take responsibility for our own actions instead of blaming others.

Cooperation

Work together with other students, faculty, and staff in a spirit of cooperation toward our common goals of seeking and providing quality education.

Privacy

Strive to uphold the right to privacy and not talk about others.

Nondiscrimination

Respect the differences in people and their ideas and opinions and reject bigotry.

About your instructor:

Biography--After obtaining a BA from the University of Chicago in Anthropology, Dr. Mock worked for IBM for 15 years, primarily in the technical writing field as writer, editor, manager, and second-line manager. Her highest position was as the division's publications coordinator in the Systems Architecture Department reporting to the General Systems Division Vice President of Manufacturing. She has worked with the IBM 1800MPX System, the 360 and 370 Systems, the System/34, /36, and /38, among others. For several years she was a member of application development teams working in the manufacturing, health, education, and banking industries. After leaving IBM, she worked as a consultant to them, the American Red Cross, the Centers for Disease Control and Prevention, Academy for Educational Development, and the Atlanta Management Institute. In 1981 she received her MBA from Emory University and completed her Ph.D. at Georgia State University in Management in 1992. Since then she has been teaching business courses at Piedmont College and at Fort Valley State University in Georgia. She has been a member of UMUC faculty for four years and currently serves as Interim Director, Graduate Programs.