



MORAVIAN COLLEGE

Course:	MGMT 299: Organizational Behavior Fall 2009
Time/Day:	T/R: 10:20am - 11:30am
Location:	Priscilla Payne Hurd Academic Complex, 103
Instructor:	Katie P. Desiderio, Ph.D.
E-mail:	kdesiderio@moravian.edu
Office:	Comenius Hall 205B
Hours:	M & W 11am – 1pm <and by appointment>
Phone:	610.861.1376 (o) * 570.239.4084 (c)

Required Text: Robbins, S.P., Judge, T.A. (2009). *Organizational Behavior* (13th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-0-13-600717-1

Course Description: This course examines the relationship between the individual and the organization. Topics to be considered include communication, motivation, leadership and power, group dynamics and decision-making, interpersonal relations and change. Various pedagogical techniques will be utilized including lectures, case studies, examination of research and experiential learning. This course will focus on the impact that individuals, groups, industries, and structure have on behavior within organizations. It will also discuss the application of such knowledge toward improving an organization's effectiveness.

All students will be required to complete the reading, complete the personal effectiveness exercises, participate in classroom discussions and complete an OB Research Project.

Student Learning Objectives:

- Describe what managers do and what leaders do.
- List the major challenges and opportunities for managers to use OB concepts.
- Understand how to shape the behavior of others.
- Summarize the relationship between attitudes and behavior.
- Summarize the types of goals that increase performance.
- Explain how change impacts performance.
- Specify the characteristics of effective teams.
- Understand leadership theories.
- Understand the factors determining an organization's culture.
- Improve written expression and communication through the use of formal and informal writing as tools for learning
- Enhance presentation and teamwork skills
- Identify, define and apply the correct OB models, concepts, and processes to a "real world" opportunity
- Develop and present a given a particular 'real world' opportunity



Course Procedures: Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in OB will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class
2. Coming to class prepared with the required text
3. Utilizing the online tools available to you
4. Being alert to current OB news
5. Attending and participating in class seminars and discussions
6. Completing the exercises which may involve opinion generation, analysis, observation, and library research
7. Developing an OB analysis project
8. Completing the two examinations
9. Maintaining and sharing your ideas each week (especially with your OB Diary)
10. Participating fully in the cooperative “learning” adventure

Mission Relevance: The course will help students to understand and apply organizational behavior concepts as a business practitioner. Examples of current OB opportunities will be reviewed as a basis for learning how excellent companies employ the strategies taught. An awareness of the dynamic environment of organizational behavior will better prepare the student for a successful career in business.

Course Activities to Meet Objectives: The student will read the text and understand the material presented through class lectures, exams, guest speakers, class exercises, and a comprehensive term project. In order to fully meet the course objectives, you must be present in class!

Attendance: Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class at the break will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 for exceptional reasons may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student’s grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an “F” for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

Attendance is Mandatory ☺

Grading: You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

Exam 1	20%
Exam 2	20%
Exercises, Activities, & Diary	20%
Energy, Ideas, & Involvement in class	20%
Project/Presentation	<u>20%</u>
	100



Grading Schedule:

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	Attention Students! * You are responsible for your grades and are encouraged to question any aspect of your grade and/or performance throughout the course of the semester.
	A- (3.67)	90-92.9	
	B+ (3.33)	87-89.9	
Above Average	B (3.0)	83-86.9	
	B- (2.67)	80-82.9	
Average	C+ (2.33)	75-79.9	
	C (2.0)	70-74.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

Exams: The non-cumulative, in-class, session-long examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text and lectures. Tests are intended to ensure that students have grasped the fundamentals of OB and are ready to build on that knowledge. Thus, you need to be present in class to benefit from the knowledge shared both from lectures and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged.

OB Organizational Analysis Project: In order to develop your skills in understanding the depth of OB, you will complete a comprehensive organizational-analysis project. This is an opportunity to explore an organization in a creative and fun way – through metaphors! Visit <http://www.leadersdirect.com/metaphor.html> for ideas on organizational metaphors. The goal of this assignment is to select a small organization (< 50 employees) of interest and create a metaphor that encapsulates the main cultural aspects and *personality attributes* of the company. You are to include evidence of how your chosen metaphor(s) depicts the cultural aspects of your selected organization. Consider this assignment as an exciting exploration into data gathering and discovery of how the organization is perceived. Perception is key! You may use your colleagues in this class as resources, along with other forms of data gathering such as interviews, questionnaires, observations, and review of organizational records (if available). At the end of the course, the students should have a paper to be turned in for evaluation in addition to the presentation - with handouts - that will be delivered to the class. Remember what organizations are made of!!

The final paper will be no less than 10 typed pages in length, double-spaced with 1 inch margins, 12-point Times New Roman font, with a cover page, executive summary, table of contents, references, and a reflection section. The paper shall be well written, and professionally developed as if you were going to present the document to your boss. The analysis is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an exciting exploration into excellent learning adventure.

Presentation

The presentations will last approximately 20 minutes including a question and answer period. The topic of the presentation will be your organizational analysis. The presentation will be evaluated on how well organized it is, how clearly you communicate your ideas, and how well you respond during the question and answer period. In business, you will frequently be asked to give brief



presentations during departmental meetings, and the like. Thus, the purpose of the presentation is to sharpen your skills at providing concise and clear presentations. This is also a chance to receive feedback on your organizational analysis to improve it before turning in your written report.

Definition of Assignments: All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in person or via e-mail attachment as a Word document. *Please use a right justified header with your name, exercise name, course #, and date.*

OB Organizational Analysis Project:

1. Oral: Each student will develop an oral and a visual presentation describing their OB project. Include an introduction to the organization under analysis, describe the relevant metaphor(s), address the significance, analyze evidence of how you came to this discovery, and present reflections of your perceptions. Professional speech, visuals, demeanor, and attire are expected. The visual presentation disk will be handed in as part of the assignment. Keep personal copies for yourself.
2. Written: The student must prepare a written analysis based on their OB experiences, exercises, discussions, and research. Include an introduction to the organization under analysis, describe the relevant metaphor(s), address the significance, analyze evidence of how you came to this discovery, and present reflections of your perceptions. The paper should be typed, proofread before submission, and contain appropriate citations both within the text and as references at the end of the paper. Again, keep personal copies for yourself. This project will be the result of semester long research concerning OB, the company, and your discoveries. You will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss the changes prior to final composition. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure.

* The OB analysis project is a perfect candidate for inclusion in your learning portfolio.

OB Diary: As a value-add to build on the OB analysis project, you will develop an ‘OB Diary’ of interesting, effective, ineffective, and stimulating articles. Begin a journal of personal and professional reactions to your findings as well as those discussed in class. Your goal is to average 2 entries per week with progressive critical examination as your learning increases. **Please bring to class each Tuesday for discussion.**

In-Class Exercises: In an effort to enhance your understanding of the components included in OB, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, case studies, as well as to peer-work. You will use writing to explore your thinking, feeling, and learning. These informal, exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class.

Assessments: In addition to summative assessment tools, (exams, exercises, which include blackboard assignments, completed projects, and completed presentations) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action



on to improve both instruction and learning). **Together**, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom! The OB analysis projects, discussions, exercises, and presentations are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in workshops and peer-group meetings to evaluate and revise assignments and develop strategy. Both the exercises and the project will require out-of-class meetings.

- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All students should have a personal copy of all individual and team-based assignments for their portfolio.

Resources:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of managerial issues</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of organizational behavior</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of ethics</i>
<i>Organizational Behavior & Human Performance</i>	<i>Organization behavior & human decision processes</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources. I can arrange for Bibliographic Instruction for anyone who requests this service.
2. WEB Materials: Resources are included in each chapter of your textbook as well as additional resources, such as crossword puzzles and a glossary of terms, on the text web site. The URL for our text is: www.prenhall.com/robbins (Hint: bookmark address)
 3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
 4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a learning support professional in order to improve his/her academic performance. The center also hosts a series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career. This office also supports students who wish to request accommodations in this class for a documented disability. Please reach out to Mr. Joe Kempfer at 610.861.1510 for an appointment or stop by the office at 1307 Main St.
 5. ***I am one of your resources*** so please contact me at any time to arrange a personal or telephone conference. ***Please see me as soon as possible if you are having any difficulties!***



Middle States Association of Colleges and Secondary Schools Accreditation: The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

Statement on Academic Integrity: Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

Classroom Ethics: We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating¹, plagiarism², and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

¹ In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.

² In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

Cellular Phone and Pager Policy: To provide an optimum environment for learning, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**

“You can't make a great play unless you do it first in practice.” ~ Chuck Noll



Tentative Class Schedule

(Subject to change)

** Note: Bring your “OB Diary” to each class meeting **

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<i>September</i> 1	Introductions	Chapter 1 Login to blackboard
3	What is OB? Foundations of Individual Behavior	Chapter 1 & 2 Post quote
8	Foundations of Individual Behavior	Chapter 2 OB project topic due!
10	Attitudes & Job Satisfaction	Chapter 3
15	Personality & Values	Chapter 3 & 4
17	Personality & Values	Chapter 4
22	Perception & Individual Decision Making	Chapter 5
24	Motivation Concepts	Chapter 5 & 6
29	Motivation: From Concepts to Applications	Chapter 6 & 7
<i>October</i> 1	Emotions & Moods	Chapter 7 & 8
6	Exam Review	Chapter 8 <i>Study! Study! Study!</i> And have some fun too...
8	MIDTERM EXAM	Chapters 1-8
13	Fall Recess NO CLASS	
15	Foundations of Group Behavior	Chapter 9
20	Understanding Work Teams	Chapter 10
22	Understanding Work Teams	Chapter 10
27	Communication	Chapter 11
29	Communication	Chapter 11
<i>November</i> 3	Basic Approaches to Leadership	Chapter 12
5	Contemporary Issues in Leadership	Chapter 13
10	Power & Politics	Chapter 14
12	Conflict & Negotiation	Chapter 15
17	Foundations of Organization Structure	Chapter 16
19	Organization Culture	Chapter 17
24	HR Policies & Practices	Chapter 18
26	Thanksgiving Holiday NO CLASS	



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<i>December</i> 1	PRESENTATIONS	
3	PRESENTATIONS	
8	Wrap Up	Final Projects Due
11, 14-18	FINAL EXAMS	

* Please note that the contents of this syllabus are subject to change.

“Ushindi Kujiamini Timu Oyee” * Faith within Yourself Completes the Victory