

MORAVIAN COLLEGE

COURSE:	MGMT 342: Organizational Behavior Leadership (OB/L) Spring 2011
TIME/DAY:	M/W: 1:10pm – 2:20pm
LOCATION:	Priscilla Payne Hurd Academic Complex, 235
INSTRUCTOR:	Katie P. Desiderio, Ph.D.
E-MAIL:	mekpd01@moravian.edu
OFFICE:	Comenius Hall 205B ~ come visit me!
HOURS:	M, T, W & R 2:30-3:30pm & <i>by appointment</i>
PHONE:	610.861.1376 (o) * 570.239.4084 (c)

REQUIRED TEXT:

Nelson, D. L. & Quick, J.C. (2011). *ORGB*, 2nd ed. Mason, OH: South-Western. ISBN-10: 0-324-78718-9

Hacker, D. & Sommers, N. (2010). *The Bedford Handbook*, 8th ed. Boston, MA: Bedford Books.

COURSE DESCRIPTION: This *writing-intensive* (WI) 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. Theories and practice of leadership will be studied in depth. 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.

Prerequisites: Management 223 and 253. * *Closed to students who have previously taken Special Topics course: Organizational Behavior (OB)*

STUDENT LEARNING OBJECTIVES:

- Understand what managers do and what leaders do.
- Identify the major challenges and opportunities for managers to use OB concepts.
- Understand how to shape the behavior of others.
- Understand the relationship between attitudes and behavior.
- Understand 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 '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 and Leadership 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/L buzz
5. Attending and participating in class seminars and discussions
6. Completing the exercises which may involve opinion generation, analysis, observation, and library research
7. Work as an OB/L consultant
8. Completing the two examinations
9. Maintaining and sharing your ideas each week (*OB/L Buzz with Dr. D.*)
10. Participating fully in the cooperative “learning” adventure

MISSION RELEVANCE: The course will help students to understand and apply organizational behavior and leadership concepts as a business practitioner. Examples of current OB/L 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!

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%
Bethlehem YMCA OB/L Consultant	<u>20%</u>
	100



GRADING SCHEDULE:

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<p>Attention Students!</p> <p>* You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.</p>
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
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/L 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.

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.*

- ◆ **EXERCISES:** In an effort to enhance your understanding of the components included in OB and Leadership, 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.
- ◆ **OB/LEADERSHIP BUZZ WITH DR D.:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating “buzz” **pertaining to each chapter of our OB/L text.** You will share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest OB/L buzz. Relevant buzz is due for each chapter covered in class. *Hint: set a Google alert for relevant buzzwords!*
 - Record an Aha! Moment on each *piece of buzz* you share using progressive critical examination as your learning increases. Start a folder (that will be reviewed at varying (and random) points of the semester) containing all of the articles and findings shared each week. **Please bring to each class for discussion.**
- ◆ **MISSION OF OB/L CONSULTANT:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom.
 - **TASK. Congratulations ~ you have been hired** to organize and develop the YMCA’s Volunteer/Community Service program! You will be working with the Bethlehem YMCA from January through May 2011 in partial fulfillment of this course. Each student team is responsible for completing all hours associated with your assigned role. In an effort to fully enhance your experience, a **minimum of 6 visits** must be logged over the course of the



- semester and you may not do all of your time in just a few visits. You will be required to work with the YMCA for the *entire semester*, as *alternative options are not permitted*.
- ROLE AND AUDIENCE. Based on our learnings in class, students will be asked to explore OB/L concepts in action in this real-world, applied learning experience. Consider this assignment as an exciting exploration into data gathering and discovery of how to develop and propose effective programs based on OB/L. 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). The YMCA will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of your proposal.
 - FORMAT OF PROPOSAL. The final proposal will be no less than 15 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. Please include an introduction to the organization under analysis (YMCA), describe the problem, address the proposed changes/enhancements to the current Volunteer/Community Service program, analyze evidence of how you came to this discovery, and present reflections of your experience. 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 proposal will be the result of semester long research concerning OB and Leadership, the YMCA, 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. Please be prepared to formally present your experience(s) over the course of the semester.
 - ❖ *The final proposal will be submitted to both the YMCA's Sr. Program Director, Ms. Andrea Goff as well as to your professor, Dr. Desiderio.*
 - FORMAT OF ORAL PRESENTATION. The presentations will last approximately 20 minutes including a question and answer period. The topic of the presentation will be your organizational analysis. PROFESSIONAL SPEECH, VISUALS, DEMEANOR, AND ATTIRE ARE EXPECTED. 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 the opportunity to deliver and receive critiques and we will learn how this invaluable information helps us grow both personally and professionally in life!
 - EXPECTATIONS ABOUT THE PROCESS. Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser). The final paper will be a culmination of writing exercises that will be evaluated over the course of the semester. Your writing will communicate your exploration of the YMCA Volunteer/Community Service Program using an organizational behavior and leadership lens. Using all of your resources, the paper shall be well written, and professionally developed, as you will be presenting the proposal to the YMCA.
 - CRITERIA FOR EVALUATION. The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final paper meets all the criteria for this assignment. The writer(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with this program



evaluation. The final paper will be organized, well-written, fully developed and will be free of ambiguity, grammatical and mechanical errors. The final presentation will be a professional communication to the class of your semester long experience. BOTH THE FINAL PAPER AND PRESENTATION WILL BE SUBMITTED TO THE PROFESSOR ELECTRONICALLY ON OR BEFORE THE DESIGNATED DUE DATE.

Your work as an OB/L consultant is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.

***The final proposal is a perfect candidate for inclusion in your learning portfolio.*

OB/L CONSULTANT(S) WRITING SCHEDULE:

WEEK 2	Draft due of company culture (introduce the YMCA) with interviews
WEEK 4	Draft due of culture & statement of the problem
WEEK 6	Draft due of culture, statement of the problem and key concepts
WEEK 8	Draft due of culture, statement of the problem, key concepts, and proposed solution(s)
WEEK 10	Peer Review
WEEK 12	Final edits

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>
<i>Leadership excellence</i>	<i>Leadership in action</i>
<i>Leadership Quarterly</i>	<i>Leadership (Burlingame, Calif)</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 upon request.
2. WEB MATERIALS: Resources are included in each chapter of your textbook as well as additional resources, such as quizzes, flash cards, games, videos and an eBook, on the text web site. The URL for our text is: www.4ltrpress.cengage.com/orgb (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. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>.
6. ***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 AND OF COURSE TO SHARE AHA! MOMENTS. **QUESTIONS ARE ENCOURAGED ☺**

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, using unauthorized materials in any academic exercise, or making choices driven by dishonest motives. 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.**



INCLEMENT WEATHER POLICY: In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69).

These closings or delays will also appear at the top of the login page on the College’s internet portal AMOS (amos.moravian.edu) as well as the College’s website (www.moravian.edu <<http://www.moravian.edu>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College’s website.

TWO-HOUR DELAY: If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college is open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect. The class schedule in these circumstances is as follows:

	NORMAL START TIME	2-HOUR DELAY BEGINS	2-HOUR DELAY ENDS
1st Period	7:30 (7:50 or 8:30) a.m.	10:00 a.m.	10:40 a.m.
2nd Period	8:50 a.m.	11:00 a.m.	11:40 a.m.
3rd Period	10:20 (or 10:00) a.m.	12:00 p.m.	12:40 p.m.
4th Period	11:45 a.m.	1:00 p.m.	1:40 p.m.
5th Period	1:10 (or 12:30) p.m.	2:00 p.m.	2:40 p.m.
6th Period	2:35 p.m.	3:00 p.m.	3:40 p.m.

“Don’t tell people how to do things, tell them what to do and let them surprise you with their results.” ~ George S. Patton



JUST HELPING YOU USE YOUR RESOURCES ☺

Career Center Important Dates Spring 2011

“How to Work a Career Fair” Lunch & Learn: 02/01/11 from 11:45-12:30 in PPHAC

This presentation, given by Joe Hernandez of Mars Chocolate, will prepare you for any and all career fairs you may be attending. Please feel free to bring your lunch.

Resume Marathon: 02/03/11 from 9:00am-3:00pm in Career Center, 1305 Main Street

No need for an appointment today! Drop by any time between 9 & 3 for an on the spot resume critique and approval for Career Hound postings.

How to Land a Job in a Tough Market-START EARLY!: 02/10/11 at 11:45am in PPHAC

Learn successful strategies for navigating through the toughest job market in over 25 years. YES, there are jobs out there and you don't have to go it alone! We offer concrete steps to take so you get off on the right foot. Perfect time to activate your required Career Hound account!

“A Day in the Life of a Financial Planner”: 02/15/11 from 11:45-12:30 in PPHAC 117

Jackie & Jon Kozakis of Northwestern Mutual Financial Network will discuss opportunities within NMFN as well as what it is to be a Financial Planner. Please feel free to bring your lunch.

2010 LV Collegiate Career Expo: 02/16/11 from 12-4:30pm at Holiday Inn Fogelsville

Bring your newly updated resume and your professional, can do attitude and join over 100 employers at the annual LVCCE. If you're searching for an internship or a professional position, this is the right place for you. There will be something for every major on campus, so mark your calendar and make plans to attend! Contact the Career Center for directions and more information. Visit www.lvce.org.

Graduate & Professional School Information Session: 02/24/11 at 11:45am in PPHAC

Attend this event to get information on determining your next steps as you search for graduate and professional schools. We'll walk you through how to figure out what is the right school for you, how to apply, how to pay for school and writing the perfect personal statement!

John Hopkins University's Center for Talented Youth: 03/02/11 from 11-12 in PPHAC

Come to learn more about the opportunities that are available on-campus during the summer through the John Hopkins Center for Talented Youth. Please feel free to bring your lunch.

Mock Interview Day: 03/25/11 from 9:00am-3:00pm at Career Center, 1305 Main St.

Need to polish those interview skills? Participate in a mock interview with an industry professional and get valuable feedback as you prepare to start the internship/job search. Pre-registration is required, is March 15th by calling The Career Center at 610-861-1509.

Resume Marathon: 04/07/11 from 9:00am-3:00pm at Career Center, 1305 Main Street

No need for an appointment! Drop by for resume critique & approval for Career Hound postings.

Better Late Than Never Workshop for Seniors: 04/14/11 at 11:30am in PPHAC






Still worried about entering this uncertain job market? Come to this last chance workshop to learn what you can do as you leave Moravian and conduct your job search. What will get someone to read your resume? How to network and how can I use LinkedIn?



TENTATIVE CLASS SCHEDULE




(SUBJECT TO CHANGE)

** NOTE: BRING YOUR *OB/LEADERSHIP BUZZ WITH DR D* TO EACH CLASS MEETING **

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
JANUARY 17 	Introductions OB & Opportunity	Chapter 1 Login to blackboard & take personality test
19	OB & Opportunity <i>Intro to OB/L consultant role</i>	Chapter 1 <i>YMCA GUEST SPEAKERS: MS. ANDREA GOFF, SR. PROGRAM DIR. & MS. VANESSA REX, AQUATIC DIR.</i>
24	Challenges for Managers	Chapter 2
26	Personality, Perception, & Attribution	Chapter 3
31	Personality Attitudes, Emotions, & Ethics	Chapter 3 Chapter 4
FEBRUARY 2	Attitudes, Emotions, & Ethics	Chapter 4
7	Motivation at Work	Chapter 5
9	Motivation Stress & Well-Being at Work	Chapter 5 Chapter 7
14 	Stress & Well-Being at Work	Chapter 7
16	Communication	Chapter 8
21	Activity	
23	Activity	<i>Study! Study! Study!</i> <i>And have some fun too...</i>
28	EXAM 1 	Chapters 1-8
MARCH 2	Work Teams & Groups	Chapter 9
6-12	SPRING RECESS	REJUVENATION WEEK  
14	Decision Making by Individuals & Groups	Chapter 10
16	Decision Making Power & Political Behavior	Chapter 10 Chapter 11
21	Behavior	Chapter 11



1 7 4 2

	Leadership & Followership	Chapter 12
23	Leadership Conflict & Negotiation	Chapter 12 Chapter 13
28	Conflict & Negotiation	Chapter 13
30	Organizational Culture	Chapter 16
APRIL 4	Culture & Change	Chapter 16
6	Managing Change	Chapter 18
11	Connecting the dots	
13	PRESENTATIONS	
18	EXAM 2 	Chapter 9-18
20	PRESENTATIONS	
25	Easter Break	
27	PRESENTATIONS	Final Projects Due
MAY 2-6	FINAL EXAMS	
14 	Commencement	Best wishes to our seniors!

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

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