

App-10/16/07 07-15b  
Info. 11-6-07

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: MGMT 311 Human Behavior in Organizations

Instructor(s) of Record: Manton C. Gibbs, Ph.D., Frederick J. Slack Ph.D., John N. Orife, Ph.D. and Fred P. Anderson

Phone: 724-357-5751, 724-357-7737  
724-357-7563, 724-357-7564

Email: mgibbs@iup.edu, fslack@iup.edu,  
jorife@iup.edu, anderson@iup.edu

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#### Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
2. How will each objective in the course be met using distance education technologies?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
3. How will instructor-student and student-student, if applicable, interaction take place?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
4. How will student achievement be evaluated?  
(see attached completed Undergraduate Distance Education Review Questionnaire)
5. How will academic honesty for tests and assignments be addressed?  
(see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

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#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Franklin 13 ~  
Signature of Department Designee 9/20/07  
Date

Received  
SEP 21 2007

Endorsed: [Signature]  
Signature of College Dean 9/20/07  
Date

Liberal Studies

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)  
 Negative

Gail Sedquist                      10/16/07  
Signature of Committee Co-Chair                      Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

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**Step Four: Provost Approval**

Approved as distance education course                       Rejected as distance education course

C. J. [Signature]                      11/16/07  
Signature of Provost                      Date

Forward form and supporting materials to Associate Provost.

**Eberly College of Business & Information Technology**  
**MGMT 311 (Distance Education)**  
**Human Behavior in Organizations**  
**3 Credit Hours**  
**Spring Semester 2008**

<b>Instructors:</b>	Manton C. Gibbs, Ph.D.	Frederick J. Slack, Ph.D.
<b>Office:</b>	308-E Eberly College of Business & Information Technology	308-M Eberly College of Business & Information Technology
<b>Telephone:</b>	724-357-5751	724-357-7737
<b>E-mail:</b>	<a href="mailto:mgibbs@iup.edu">mgibbs@iup.edu</a>	<a href="mailto:fslack@iup.edu">fslack@iup.edu</a>
<b>Office Hours:</b>	Mon.: 11:00 a.m. – 1:00 p.m. Tues.: 2:00 – 4:00 p.m. Wed.: 11:00 a.m. – Noon	Tues.: 2:45 – 3:45 p.m. Wed.: Noon – 3:00 p.m. Thurs.: 2:15 – 3:15 p.m.

<b>Instructors:</b>	John N. Orife, Ph.D.	Fred P. Anderson
<b>Office:</b>	308-C Eberly College of Business & Information Technology	308-A Eberly College of Business & Information Technology
<b>Telephone:</b>	724-357-7563	724-357-7564
<b>E-mail:</b>	<a href="mailto:jorife@iup.edu">jorife@iup.edu</a>	<a href="mailto:anderson@iup.edu">anderson@iup.edu</a>
<b>Office Hours:</b>	Mon.: 11:00 a.m. – 1:00 p.m. Tues.: 2:00 – 4:00 p.m. Wed.: 11:00 a.m. – Noon	Tuesday: Noon – 1:00 p.m. Wednesday: Noon – 3:00 p.m. Friday: Noon – 1:00 p.m.

**IMPORTANT**

**To access the Web course:**

- Go to [www.iup.edu/webct](http://www.iup.edu/webct)
- Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.
- Should you have difficulty accessing WebCT, please refer to the IT Support Center at [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter) or email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)

**After you have accessed the course on WebCT, please pay particular attention to the Calendar regarding course assignments, discussions, chat rooms, and Examinations.**

## **I. CATALOG COURSE DESCRIPTION**

Focuses on human problems of management. Presents basic ideas and theories from the behavioral sciences as they apply to human behavior in organizations. Emphasizes management solutions to problems resulting from individual-organization interaction.

Prerequisites: PSYC 101 General Psychology. Junior class standing, by having completed 57 semester hours or more of academic credit with a 2.0 or higher cumulative GPA.

There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The Dean's Office of the Eberly College of Business & Information Technology is responsible for monitoring course prerequisites. Students who manage to register for coursework even though they do not have the appropriate prerequisites, will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.

The university individual course withdrawal deadline date of **Friday, March 28, 2008**, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

## **II. COURSE OBJECTIVES/OUTCOMES**

The major objectives and outcomes of this course are for students to be able to:

- 1) examine and understand the relationship between the individual, group and the organization;
- 2) determine how technology and diversity are shaping human behavior in the workplace;
- 3) explore and understand the practical implications of social psychology and sociology in management; and,
- 4) understand the importance of ethics and corporate social responsibility in business decision making.

### **III. DETAILED COURSE OUTLINE**

#### **A. Introduction and Chapter 1: What is Organizational Behavior? (Week 1: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) describe what managers do;
- 2) define *organizational behavior (OB)*;
- 3) explain the value of the systematic study of OB;
- 4) identify the contributions made by major behavioral science disciplines to OB;
- 5) list the major challenges and opportunities for managers to use OB concepts;
- 6) identify the three levels of analysis in this book's OB model; and,
- 7) explain the need for a contingency approach to the study of OB.

#### **B. Chapter 2: Foundations of Individual Behavior (Week 2: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) define the key biographical characteristics;
- 2) identify two types of ability;
- 3) shape the behavior of others;
- 4) distinguish between the four schedules of reinforcement;
- 5) clarify the role of punishment in learning; and,
- 6) practice self-management.

#### **C. Chapter 3: Attitudes and Job Satisfaction (Week 3: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) contrast the three components of an attitude;
- 2) identify the role that consistency plays in attitudes;
- 3) summarize the relationship between attitudes and behavior;
- 4) discuss similarities and differences between job satisfaction and other job attitudes discussed;
- 5) summarize the main causes of job satisfaction; and,
- 6) identify four employee responses to dissatisfaction.

**D. Chapter 4: Personality and Values (Week 4: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) explain the factors that determine an individual's personality;
- 2) describe the MBTI personality framework;
- 3) identify the key traits in the Big Five personality model;
- 4) explain how the major personality attributes predict behavior at work;
- 5) contrast terminal and instrumental values;
- 6) list the dominant values in today's workforce; and,
- 7) identify Hofstede's five value dimensions of national culture.

**E. Chapter 5: Perception and Individual Decision Making (Week 5: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) explain how two people can see the same thing and interpret it differently;
- 2) list the three determinants of attribution;
- 3) describe how shortcuts can assist in or distort our judgment of others;
- 4) explain how perception affects the decision-making process;
- 5) outline the six steps in the rational decision-making model;
- 6) describe the actions of the boundedly rational decision-maker;
- 7) list and explain the common decision biases or errors; and,
- 8) contrast the three ethical decision criteria.

**F. Chapter 6: Motivation Concepts (Week 6: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) outline the motivation process;
- 2) describe Maslow's need hierarchy;
- 3) differentiate motivators from hygiene factors;
- 4) list the characteristics that high achievers prefer in a job;
- 5) summarize the types of goals that increase performance;
- 6) discuss ways self-efficacy can be increased;
- 7) state the impact of under-rewarding employees;
- 8) clarify the key relationships in expectancy theory; and,
- 9) explain how the contemporary theories of motivation complement each other.

**G. Chapter 7: Motivation: From Concepts to Applications (Week 7: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) discuss the ways in which employees can be motivated by changing the work environment;
- 2) explain why managers might want to use employee involvement programs;
- 3) discuss how the different types of variable-pay programs can increase employee motivation;
- 4) describe the link between skill-based pay plans and motivation theories; and,
- 5) explain how flexible benefits turn benefits into motivators.

**H. Chapter 8: Emotions and Moods (Week 8: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) differentiate emotions and moods;
- 2) discuss the different aspects of emotions;
- 3) identify the sources of emotions and moods;
- 4) describe external constraints on emotions;
- 5) discuss the impact emotional labor has on employees;
- 6) discuss the case for, and the case against, emotional intelligence; and,
- 7) apply concepts on emotions and moods to organizational behavior issues.

**I. Chapter 9: Foundations of Group Behavior (Week 9: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) differentiate between formal and informal groups;
- 2) compare two models of group development;
- 3) explain how role requirements change in different situations;
- 4) describe how norms exert influence on an individual's behavior;
- 5) explain what determines status;
- 6) define *social loafing* and its effect on group performance;
- 7) identify the benefits and disadvantages of cohesive groups;
- 8) list the strengths and weaknesses of group decision making; and,
- 9) contrast the effectiveness of interacting, brainstorming, nominal and e-meeting groups.

**J. Chapter 10: Understanding Work Teams (Week 10: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) explain the growing popularity of teams in organizations;
- 2) contrast teams with groups;
- 3) identify four types of teams;
- 4) specify the characteristics of effective teams;
- 5) explain how organizations can create team players; and,
- 6) describe conditions under which teams are preferred over individuals.

**K. Chapter 11: Communication (Week 11: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) describe the communication process;
- 2) contrast the advantages and disadvantages of verbal versus written communication;
- 3) compare the effectiveness of the chain, wheel, and all-channel networks;
- 4) identify factors affecting the use of the grapevine;
- 5) discuss how computer-aided technology is changing organizational communications;
- 6) explain the importance of channel richness to improving communication effectiveness;
- 7) identify common barriers to effective communication; and,
- 8) describe potential problems in cross-cultural communication.

**L. Chapter 12: Basic Approaches to Leadership (First half of Week 12: 1.5 academic hours)**

After studying this chapter, students should be able to:

- 1) contrast leadership and management;
- 2) summarize the conclusions of trait theories;
- 3) identify the limitations of behavioral theories;
- 4) describe Fiedler's contingency model;
- 5) explain Hersey and Blanchard's situational theory;
- 6) summarize leader-member exchange theory;
- 7) describe the path-goal theory; and,
- 8) identify the situational variables in the leader-participation model.



**M. Chapter 13: Contemporary Issues in Leadership (Second half of Week 12: 1.5 academic hours)**

After studying this chapter, students should be able to:

- 1) explain how framing influences leadership effectiveness;
- 2) define the qualities of a charismatic leader;
- 3) contrast transformational with transactional leadership
- 4) identify the five dimensions of trust;
- 5) identify the four roles that team leaders perform;
- 6) explain the role of a mentor;
- 7) describe how on-line leadership differs from face-to-face leadership ;
- 8) Identify when leadership may not be necessary: and,
- 9) describe how to find and create effective leaders.

**N. Chapter 14: Power and Politics (Week 13: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) contrast leadership and power;
- 2) define the five bases of power;
- 3) clarify what creates dependency in power relationships;
- 4) list nine influence tactics and their contingencies;
- 5) explain how sexual harassment is about the abuse of power;
- 6) describe the importance of a political perspective;
- 7) list those individual and organizational factors that stimulate political behavior;
- 8) identify seven techniques for managing the impression one makes on others;
- 9) explain how defensive behaviors can protect an individual's self interest; and,
- 10) list the three questions that can help determine if a political action is ethical.

**O. Chapter 15: Conflict and Negotiation (Week 14: 3 academic hours)**

After studying this chapter, students should be able to:

- 1) define conflict;
- 2) differentiate between the traditional, human relations and interactionist view of conflict;
- 3) contrast task, relationship, and process conflict;
- 4) outline the conflict process;
- 5) describe the five conflict-handling intentions;
- 6) contrast distributive and integrative bargaining;
- 7) identify the five steps in the negotiation process; and,
- 8) describe cultural differences in negotiations.

#### **IV. EVALUATION METHODS**

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	<b>Total 400 points</b>

#### **Examinations**

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Students are to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

**Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.**

**You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:**

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Wednesday, 2-6-08, and ends on Thursday, 2-7-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.S.T.) Wednesday, 3-5-08, and ends at 11:55 p.m. (E.S.T.) Thursday, 3-6-08.**
- **Exam 3 (Chapters 9 – 15) starts at 6 p.m. (E.D.T.) Wednesday, 5-7-08, and ends at 11:55 p.m. (E.D.T.) Thursday, 5-8-08.**

#### **Assignments/Discussions**

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

**Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.**

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

**The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.**

#### **V. EXAMPLE GRADING SCALE**

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

#### **VI. UNDERGRADUATE COURSE ATTENDANCE POLICY**

While physical attendance for regular class sessions is not required for this distance education learning course, students will need to take part in activities for the course each week. As a distance education course, students are to participate electronically through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted.

## **VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS**

### **Required Textbook**

Robbins, Stephen P. and Timothy A. Judge, Organizational Behavior (Twelfth Edition), Upper Saddle River, NJ: Pearson-Prentice Hall, Inc. 2007. ISBN: 0-13-243156-4

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

## **VIII. SPECIAL RESOURCE REQUIREMENTS**

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, mgibbs, Spring 2008 MGMT 311, fslack, Spring 2008 MGMT 311, jorife, Spring 2008, MGMT 311 or anderson, Spring 2008, MGMT 311.

To access the I: Drive you will need to visit, [www.acad.iup.edu](http://www.acad.iup.edu) and follow these steps:

1. Click on the I: Drive option.
2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center  
(724) 357-4000                      Monday – Friday, 7:00 a.m. – 6:00 p.m.  
Email: [it-support-center@iup.edu](mailto:it-support-center@iup.edu)  
Website: [www.iup.edu/itsupportcenter](http://www.iup.edu/itsupportcenter)

## **IX. BIBLIOGRAPHY**

Buckingham, Marcus, Now, Discover Your Strengths: How to Develop Your Talents and Those of the People You Manage, New York, Free Press, 2001.

Buckingham, Marcus, The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success, New York, Free Press, 2005.

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Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

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Gladwell, Malcolm, Blink: The Power of Thinking without Thinking, New York: Little, Brown and Company, 2005.

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Levitt, Steven D. and Stephen J. Dubner, Freakonomics. A Rogue Economist Explores The Hidden Side of Everything, New York: HarperCollins Publishers, Inc., 2005.

Marx, Jeffrey, Season of Life, New York: Simon and Shuster, 2003.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Eleventh Edition), West Publishing Company: St. Paul, MN, 2006.

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4

### Spring Semester 2008 – Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction – What is Organizational Behavior?	Chapter 1
Week 2	Foundations of Individual Behavior 1. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	Chapter 2
Week 3	Attitudes and Job Satisfaction 2. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	Chapter 3
Week 4	Personality and Values	Chapter 4
End of Week 4	<b>Exam 1</b> <b>Exam 1 starts at 6 p.m. (E.S.T.) Wednesday, 2-6-08,</b> <b>and ends at 11:55 p.m. (E.S.T.) Thursday, 2-7-08</b>	<b>Chapters 1 – 4</b>
Week 5	Perception and Individual Decision Making 3. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-13-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-14-08	Chapter 5
Week 6	Motivation Concepts 4. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	Chapter 6
Week 7	Motivation: From Concepts to Applications 5. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	Chapter 7
Week 8	Emotions and Moods	Chapter 8
End of Week 8	<b>Exam 2</b> <b>Exam 2 starts at 6 p.m. (E.S.T.) Wednesday, 3-5-08,</b> <b>and ends at 11:55 p.m. (E.S.T.) Thursday, 3-6-08</b>	<b>Chapters 5 – 8</b>
3/10-3/16	<b>Spring Break</b>	<b>No On-line Activities</b>
Week 9	Foundations of Group Behavior 6. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-19-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-20-08	Chapter 9

**Spring Semester 2008 – Tentative Course Schedule  
(continued)**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 10	Understanding Work Teams 7. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-26-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-27-08	Chapter 10
Week 11	Communication 8. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-2-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-3-08	Chapter 11
Week 12	Basic Approaches to Leadership Contemporary Issues in Leadership 9. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-9-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-10-08	Chapter 12 Chapter 13
Week 13	Power and Politics 10. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-16-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-17-08	Chapter 14
Week 14	Conflict and Negotiation	Chapter 15
Finals Week	Exam 3 (Culminating Activity) Exam 3 starts at 6 p.m. (E.D.T.) Wednesday, 5-7-08, and ends at 11:55 p.m. (E.D.T.) Thursday, 5-8-08	Chapters 9 – 15

## Undergraduate Distance Education Review Questionnaire

### A4 How will student achievement be evaluated?

The final grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation [10 Case Analysis Assignments (including 2 Group Case Assignments) at 10 points each with Interactive Discussions]	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

### Examinations

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

### Case Analysis Assignments and Group Case Analysis Assignments/Interactive Discussions

There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. Two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor. All case analysis assignments and interactive discussions will be initiated by the instructor.



**Case Analysis – Term paper (Culminating Activity)**

Throughout the semester, current human behavior in organization examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current human behavior in organizations example (relevant to Chapters 9 – 15) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15) and is to be submitted on WebCT to the instructor.

#### **IV. EVALUATION METHODS**

The grade for the course will be determined as follows:

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – including 2 Group Case Analysis Assignments – at ten points each with Interactive Discussions)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	<b>Total 400 points</b>

#### **Examinations**

There will be two 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. This is a lot of material for each exam, so don't fall behind and you should prepare yourself mentally for the challenge. A standardized test bank will be used for the majority of questions. It's up to you to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line case analysis assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

**Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.**

**You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:**

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Wednesday, 2-6-08, and ends on Thursday, 2-7-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.S.T.) Wednesday, 3-5-08, and ends at 11:55 p.m. (E.S.T.) Thursday, 3-6-08.**

**Students are to complete the exam only once. The icon may indicate that the test can be accessed twice, however, this pertains to those students who may inadvertently become disconnected from the website while they are completing the exam.**

### **Case Analysis Assignments/Group Case Analysis Assignments/Interactive Discussions**

A variety of topics will be assigned and discussed during the semester. These interactive discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten case analysis assignments/interactive discussions with each case analysis assignment/interactive discussion being worth 10 points. **(Please note that two of the case analysis assignments will be Group Case Analysis Assignments. The groups of approximately 3 – 4 students will be selected by the instructor.)** All case analysis assignments and interactive discussions will be initiated by the instructor.

**Typically, the length of a completed case analysis assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.**

Students earn grades on Case Analysis Assignments/Interactive Discussions by (1) submitting a completed case analysis assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the case analysis assignment period or within 24 hours after the case analysis assignment submission deadline. That is, students may comment on other case analysis assignment submissions during the case analysis assignment period and also may comment on case analysis assignments up to 24 hours after the case analysis assignment deadline has past. Therefore, the interactive discussion component of the case analysis assignments/interactive discussions is 24 hours longer than the case analysis assignment submission period.

The only way to earn a total of 10 points on a given case analysis assignment is by submitting a thorough case analysis assignment and by commenting on the submission of at least one other student in the course by replying to the case analysis assignment within the case analysis assignment/interactive discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

**The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the interactive discussion phase.**

### **Case Analysis – Term paper (Culminating Activity)**

- **Case Analysis – Term Paper (Culminating Activity) (Chapters 9 – 15) may be submitted anytime after 6 p.m. (E.D.T.) Wednesday, 5-7-08, but prior to 11:55 p.m. (E.D.T.) Thursday, 5-8-08.**

Throughout the semester, current human behavior in organizations examples will be discussed electronically by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current human behavior in organizations example (relevant to Chapters 9 – 15) using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the final exam period (week 15) and is to be submitted on WebCT to the instructor.

**V. EXAMPLE GRADING SCALE**

Examinations (2 exams at 100 points each)	200 points
Online participation (10 Case Analysis Assignments – including 2 Group Case Analysis Assignments/Interactive Discussions at 10 points each)	100 points
Case Analysis – Term Paper (Culminating Activity)	100 points
	<b>Total 400 points</b>

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

**MGMT 311 Human Behavior in Organizations (distance education) Lesson Plan  
Chapter 1 Introduction – What is Organizational Behavior?  
Week 1 (3 academic hours)**

**Course Objective 1:** For students to be enabled to examine and understand the relationship between the individual, group and the organization understand the role that ethics plays in top management

**Distance Education will be utilized in this chapter to meet the following course objective:** It is expected that upon successful completion of the course, students will be enabled to examine and understand the relationship between the individual, group and the organization. This objective will be met by students through (a) an understanding of Chapter 1, (b) accessing outside internet information sources related to organization behavior, and (c) by successful completion of an Assignment and Discussion related to exploring the field of organizational behavior.

At the end of this chapter there are suggested exercises and ideas for researching the world wide web on organizational behavior (OB) topics. The exercises “Exploring OB Topics on the Web” are set up so that assignments can be made accordingly.

For the first exercise, students are to go to [www.searchenginewatch.com](http://www.searchenginewatch.com) to learn more about what Search Engines and Metacrawlers do and how they differ. Once students are on the searchenginewatch home page, students are to click on Search Engine Listings then on Major Search Engines. The page presents an overview of the major engines and how best to use them. Students should also look at other topics on this web site that are interesting to them.

Students are to perform a search on “Organizational Behavior” using three different search engines. Students will be asked the following questions: Do the results differ or are they the same? If they differ, why do they think they are different? Students are to write a paragraph or two answering these questions based on what they learned from researching Search Engines.

The text tells us that OB replaces intuition with systematic study. Where do scholars prepare for a career researching OB topics? Additionally, what if students decide at some point to pursue graduate study in OB. Where would students go? Students are to perform a search to identify two-to-three graduate programs in OB and print out the home page with the descriptions of these programs and discuss them electronically with their classmates. Note that different schools have programs in different departments and disciplines which show the diversity thinking about OB in these programs. If students need ideas as where to start, students can try:

Harvard—<http://www.hugsas.harvard.edu/webfiles/admis/socsci/orgbeh.htm>, or

Official web site of the Organizational Behavior Division of the Academy of Management—<http://www.buec.udel.edu/OBWeb/>

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## **Chapter 1 – Learning Objectives**

After studying this chapter, students should be able to:

1. describe what managers do
2. define *organizational behavior (OB)*
3. explain the value of the systematic study of OB
4. identify the contributions made by major behavioral science disciplines to OB
5. list the major challenges and opportunities for managers to use OB concepts
6. identify the three levels of analysis in this book's OB model
7. explain the need for a contingency approach to the study of OB

## **CHAPTER OVERVIEW**

Managers need to develop their interpersonal or people skills if they are going to be effective in their jobs. Organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then applies that knowledge to improve an organization's effectiveness. Because OB is concerned with employment-related situations, it emphasizes behavior on the job, absenteeism, employment turnover, productivity, human performance and management.

We all hold generalizations about the behavior of people. Many of these are casual or commonsense approaches to "reading" people. Some of our generalizations may provide valid insights into human behavior, but many are erroneous. Organizational behavior adopts the belief that behavior is not random. OB identifies certain fundamental consistencies underlying behavior from which more accurate predictions can be made. Yet, because people are different, we need to look at OB in a contingency framework, using situational variables to moderate cause-effect relationships.

Organizational behavior offers both challenges and opportunities for managers. It recognizes differences and helps managers to see the value of workforce diversity and practices that may need to be changed when managing in different countries. It can help improve quality and employee productivity by showing managers how to empower their people as well as how to design and implement change programs. It offers specific insights to improve a manager's people skills. Organizational environments are characterized by rapid, ongoing change and globalization. OB can help managers cope in a world of "temporariness" and learn ways to stimulate innovation. Finally, OB can offer managers guidance in creating an ethically healthy work climate.

The chapter opens by introducing Lakshmi Gopalkrishnan who currently manages a team of 16 full-time employees for Microsoft Corp. in the U.S. and Denmark. She is pursuing a Ph.D. in English and sees her background as based in journalism. Rather than focusing exclusively on technical skills, she attributes her managerial success to developing

effective “people skills.” These and the ability to understand that motivation depends on individual differences, helps her provide vision so that people can satisfy their individual needs while pursuing organizational goals.

## **BRIEF CHAPTER OUTLINE**

### **What Managers Do (PPTs 1-3 – 1-4)**

#### **A. Importance of Developing Managers’ Interpersonal Skills**

1. Companies with good reputations have a big advantage in attracting high performing employees.
2. Creating a more pleasant work environment makes good economic sense.

#### **B. Management Functions (PPTs 1-5 – 1-9)**

##### **1. Modern Management**

- Planning
- Organizing
- Leading
- Controlling

#### **C. Management Roles (PPTs 1-10 – 1-12)**

##### **1. Henry Mintzberg – ten management roles (Exhibit 1-1)**

- Interpersonal roles
- Informational roles
- Decisional roles

#### **D. Management Skills (PPT 1-13)**

##### **1. Robert Katz – 3 essential management skills**

- Technical skills
- Human skills
- Conceptual skills

#### **E. Effective vs. Successful Managerial Activities (PPTs 1-14 – 1-15)**

##### **1. Fred Luthans & colleagues – managers engage in 4 managerial activities**

- Traditional management (decision making, planning & controlling)
- Communication (routine information & paperwork)
- Human resource management ( motivating, disciplining, staffing, etc)
- Networking (socializing, politicking, interacting w/ outsiders)

2. **Successful managers – those promoted most quickly (Exhibit 1-2)**
  - **Networking largest relative contribution to success**
  - **Human resource management least relative contribution**
3. **Effective managers – performance & commitment to employees**
  - **Communication – largest relative contribution**
  - **Networking – least relative contribution**

#### **Enter Organizational Behavior (PPT 1-16)**

##### **Definition**

1. **Organizational Behavior – field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness.**

#### **Complementing Intuition with Systematic Study (PPT 1-17)**

1. **Each of us is a student of behavior**
2. **Focus on systematic study rather than reliance on intuition alone**
3. **Behavior is generally predictable**
4. **Behavior is usually intended to be rational**

#### **Contributing Disciplines Within the OB Field (PPTs 1-18 – 1-22)**

- A. **Exhibit 1-3 - Overview of the major contributions**
  1. **Psychology**
  2. **Sociology**
  3. **Social Psychology**
  4. **Anthropology**

#### **There Are Few Absolutes in OB (PPT 1-23)**

- A. **Introduction**
  1. **Few, if any, simple and universal principles that explain organizational behavior**

#### **Challenges and Opportunities for OB (PPTs 1-24 – 1-29)**

- A. **Responding to Globalization**



1. No longer constrained by national boundaries
2. Managers are likely to find themselves in a foreign assignment
3. Globalization affects a manager's people skills.
  - Cultural diversity within organizations
  - Economic values not universally transferable
  - Under pressure to hold costs down

#### **B. Managing Workplace Diversity**

1. Exhibit 1-4 shows how organizations are becoming more diverse in gender, race, and ethnicity.
2. Melting pot assumption replaced by one that recognizes and values differences.
3. Workforce diversity has important implications for management practice

#### **C. Improving Quality and Productivity**

1. Industries have excess capacity
2. Quality Management Programs and continuous improvement (Exhibit 1-6).
3. Process reengineering

#### **D. Responding to the Coming Labor Shortage**

1. U.S. will face labor shortage for the next 10-15 years.

#### **E. Improving Customer Service**

1. Employee attitudes are directly related to customer satisfaction

#### **F. Improving People Skills**

- 1 People skills are essential to managerial effectiveness

#### **G. Empowering People**

1. Managers called “coaches, advisers, sponsors, etc”
2. Increasing reliance on self-managed teams.

#### H. Stimulating Innovation and Change

1. Managers must stimulate employees’ creativity & tolerance for change

#### I. Coping with “Temporariness”

1. Organizations must be flexible and fast to survive.
2. Workers need to update knowledge & skills
3. managers & employees must learn to cope with temporariness

#### J. Working in Networked Organizations

1. Challenges associated with “online” employment

#### K. Helping Employees Balance Work/Life Conflicts

1. Creation of global workforce
2. Technology and anyplace anytime
3. Balancing work and life demands

#### L. Improving Ethical Behavior

1. Ethical dilemmas
2. Organizational responses including codes of ethics

### Coming Attractions: Developing an OB Model (PPTs 1-30 – 1-38)

#### A. Overview

1. Exhibit 1-6 – the OB Model
2. 3 levels of analysis: individual, group, systems

#### B. The Dependent Variables

1. Primary dependent variables

- Productivity
- Absenteeism
- Turnover
- Deviant workplace behavior
- Organizational citizenship
- Job satisfaction

### **C. The Independent Variables**

1. OB is a set of increasingly complex building blocks
  - Individual
  - Group
  - Organizational system

### **D. Toward a Contingency OB Model (Exhibit 1-7)**

1. Contingency variable often mediate the relationship between the independent and dependent variables.
2. Need to develop interpersonal skills
3. OB investigates the impact of individuals, groups & structure on an organization
4. OB focuses on improving productivity; reducing absenteeism & turnover, and increasing employee citizenship & job satisfaction.